

# *National Parent-Teacher*

OCTOBER 1959

THE

**P. T. A.**

MAGAZINE

Adolescents and the Automobile

Junior-sized Jitters

Evaluations of TV Programs



# Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

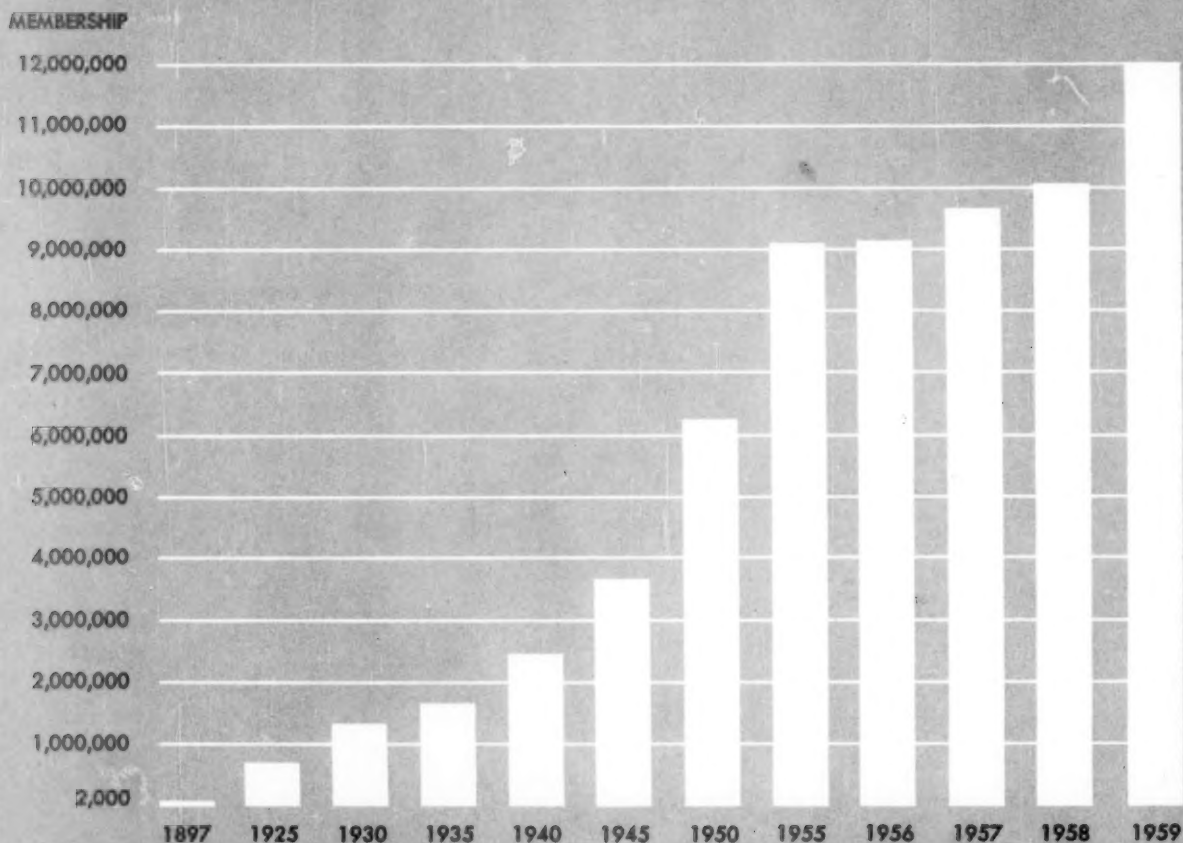
To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

## HERE'S HOW WE GREW

When we contrast the noble column at the right (for 12,000,000 memberships in 1959) with the thin line at the left (for 2,000 memberships in 1897) we tingle with the urge to keep on growing until we shoot right off the page.



# National Parent-Teacher

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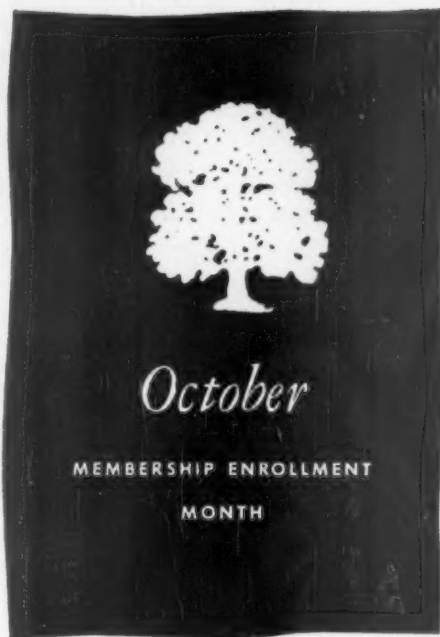
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# MEMBERSHIP PROCLAMATION



## THE PRESIDENT'S MESSAGE

AS I PREPARE this year's membership proclamation, a pointed and powerful sentence from II Kings crowds my mind. Here are the words: "Let us go unto Jordan . . . and take thence every man a beam."

*Every man a beam* conjures up what seems to me the perfect image of concerted movement in a great enterprise. It shouts cooperation. There are times when leaders must be subordinate. In the annual effort to bring our program to the whole country, they alone cannot do the job. These are vital moments when the total organization must surge forward, when we must take thence every man the beam of our P.T.A. message.

*Thence* . . . Here is the word that suggests progress, movement toward a goal. The National Congress has demonstrated its capacity for achievement. With good reason many of our members take deep satisfaction and justified pride in their accomplishments. But what we have done dwindles when it is measured against the ideal. *Thence* is our ideal. It's where we are going that counts most, not where we have been. So the word suggests that we are on the move. We are not standing still.

We are urged by the text to carry *beams*. Not two-by-fours or kindling. There is building to be done. We want to put up a better tabernacle, a more functional edifice, and it will take beams to do it. There must be planners and architects and experts, but the picture drawn here is of every person enduring some struggle and hardship and inconvenience. For beams are big. In carrying them there is struggle and effort. True, we carry good tidings when we call on all our neighbors, but we also carry the burden of a great message—one not to be delivered carelessly, for the child is at stake.

There are those who may feel they cannot take on another burden. I would remind them of a story told by Margaret Lee Runbeck about a group of refugees



Because P.T.A. members have been willing to stand up and be counted in home, school, and community activities, the "acorns" of the tradition-hallowed National Congress oak tree this year will number an amazing twelve million plus. As membership Enrollment Month gets under way, Mrs. James C. Parker, president of the National Congress of Parents and Teachers, displays a basket of symbolic acorns to remind us that this is an hour which summons our finest efforts.



who had to move across a difficult terrain. The adults were ill and exhausted, the children almost too tired to make the journey. The leader suggested one rule: Whenever a person was about to faint and had only an ounce of strength left, he must carry a child during his last steps.

The first man who felt that he could go no farther took the smallest and weakest child. To his astonishment, he gained strength by the act. So it proved with others along the line. All gained courage and stamina from lifting a child, from the responsibility of an added burden.

There is another reason why the text stands out so sharply in my mind these days. It is to be found in the word *man*. Let me be literal in my interpretation. One of the encouraging things about our time is the increasing concern of men for children's well-being and education. Twenty-five years ago men constituted less than 20 per cent of our membership. In the past twenty-five years the number of men in our membership has more than doubled. But it ought to be doubled again and then quadrupled. Men ought to comprise at least half the membership of the parent-teacher organization.

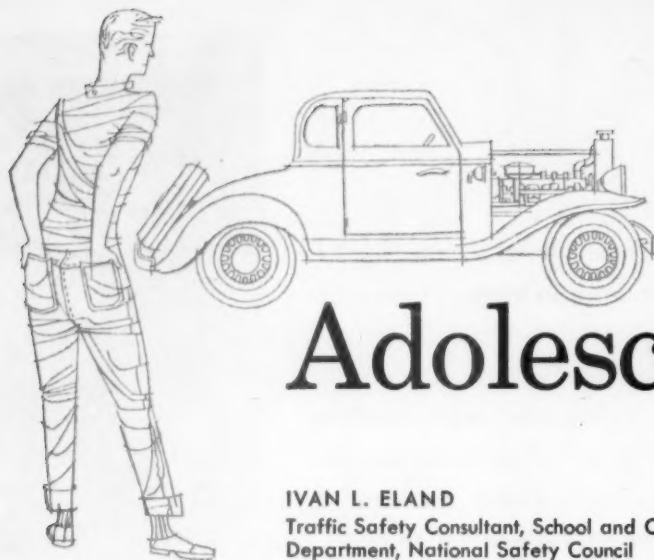
For this reason I urge that our men members carry the message of the National Congress to other men. What we are doing is not only family and school work but community work. Let us invite men as partners, invite them to assume larger commitments through membership in the P.T.A.

What we, men and women alike, are trying to do will contribute to the national welfare, to the welfare of people everywhere.

Therefore, I, Karla V. Parker, president of the National Congress of Parents and Teachers, do hereby declare the month of October 1959 as Membership Enrollment Month. In so doing I would remind all of us—newcomers, old-comers, and would-be comers—that P.T.A. work is everybody's business. And when I think of this it is no marvel that I think of the text, "Let us go . . . and take thence every man a beam." Let us call on all with an invitation of personal challenge and opportunity.

*Karla V. Parker*

*President, National Congress of Parents and Teachers*



# Adolescents

IVAN L. ELAND

Traffic Safety Consultant, School and College  
Department, National Safety Council

AFTER TWO OR THREE HOURS of tossing and turning in bed, Mother nudges Father awake and says anxiously, "Jimmy isn't home with the car yet. Maybe he's had an accident!"

With almost six million teen-age drivers on our roads today, parents toss, turn, and die a thousand deaths a night while they wait for sons and daughters to get home from an evening of fun. Since this teen-age traffic insomnia is caused by the terrifying number of teen-ager deaths on our highways, isn't it high time for parents to do something about the problem of adolescents and the automobile? Worrying and fretting when the young people are out in a car, without taking constructive action, is simply futile.

At the outset I think we'll just have to admit that some parents, to put it politely, lack the fortitude to say "No" to the use of the car when "No" is the logical, right, and responsible answer under the circumstances.

But besides these timid, unconfident parents, there are others who also fail in their responsibility to help keep youth safe from traffic accidents. And these others include most of us. The trouble is, we don't quite know what to do or how to do it. We just aren't getting enough information on what can be done to educate young people in safe driving.

Of course, the problem of adolescents and the automobile is a complex one, involving other things besides physical safety. Automobiles have revolutionized adolescent life. Cars take youngsters out of reach of adult supervision and control for hours. They occupy a good deal of teen-agers' time and attention. Thoughtful parents and teachers are deeply and rightly concerned about the relationship between automobiles and adolescent morals. They worry with reason about the effect of cars on schoolwork and grades. And they are disturbed that aimless joy rid-

ing consumes so much of youngsters' leisure time. But safety is certainly our primary concern and therefore the one to work on first.

We should recognize, however, that when we work on a traffic safety program for youth, we are concerned with more than mere driving skills and knowledge. Our broad objective is to develop in young people a strong sense of personal and social responsibility for good conduct and good citizenship. A really educational program to develop driving responsibility can and should have a bearing on the other problems connected with youth's use of the automobile.

## Safety in the Safety-pin Set

Many parents don't wake up to the need for children's safety education until their teen-agers start pleading to learn to drive. Other parents, more fortunate, realize that need much earlier—long before the baby takes his first tottering steps. Of course all adolescents need education in safe driving, but the youngster who has learned habits of safety as a small child has a decided advantage. His good habits carry over to the safe operation of motor vehicles on the highway.

As P.T.A. members concerned for all children, we ought to make it our business to help parents understand the importance of proper safety instruction from the time a baby starts crawling around. The safe habits and attitudes we want for adolescents can't be acquired the night before they start driving.

"What you do speaks so loudly that I can't hear what you say" is one pungent observation that we parents might well bear in mind. Certainly we know that it does little good to tell a child to behave one way while we ourselves behave in just the opposite way. Some parents, for example, tell a child he should cross the street only when the light is green, yet they

# and the

# Automobile

*Every fourteen minutes someone is killed in a motor vehicle accident in the United States. More than 10 per cent of the fatalities are teen-agers. Do parents and P.T.A.'s need a stronger call to action than these tragic figures?*

lead him across the street by the hand when the light is red. How's that child going to react to this double safety standard when he's "going it alone"?

So with the teen-ager. We can't expect him to respect the law and drive safely when we don't provide a good example. Parents who would be shocked at the notion of teaching their child to steal or break the law in other ways will encourage or permit a youngster to drive before he reaches legal driving age. If we want law-abiding children, we'll have to be law-abiding parents. "Do as I say, not as I do," just doesn't work.

Setting a good example and teaching safety to children from babyhood on, then, are basic steps parents should take to prepare the way for a safe and sane adolescence. What next? Participate in the community's safety effort. Find out what projects and activities are being provided in school and community. Both as individuals and as P.T.A. members do all you can to help make these programs more effective—or get them started if they don't exist.

## Students Set Standards

Driving codes developed by and for students can be an effective influence on the highway behavior of many young drivers. The usual procedure is for a teen-age driving club, the student safety committee, or some other student organization to draft a code after research, study, and discussion. The drafted code is brought before a student assembly for more discussion, revision, and final approval. Then the

student organization provides membership cards, with a driver's pledge on the reverse side, for all students who agree to drive by the code.

In most places the code is the product of many hours of serious study and discussion. This, I believe, is evidence that young people are ready and willing to assume responsibility for improving their driving behavior. Accepted by the high school student body, such a code of ethics makes the youthful driver feel that he is acting with the approval of his companions when he tries to conform to it.

A typical code is the following one from Greenwood School District 59 of Greenwood, South Carolina. It reads:

I pledge myself—

1. To realize, first of all, that the automobile is a dangerous machine when used carelessly and recklessly.
2. To obey all laws and regulations of the state highway department and the local law enforcement officers.
3. Not to race on the streets and highways, no matter how great the temptation may be.
4. To be prepared, and watch for the unexpected at all times.
5. To show every courtesy to the pedestrian and to the other driver.
6. Not to drive while drinking intoxicating liquors, nor will I let anyone else do so.
7. To be extremely careful during school hours and other congested periods.
8. To realize that show-off driving is not smart.

This pledge may save my life as well as others.

Although the code may not be a masterpiece of English composition or psychological wisdom, it is an admirable example of youth's striving toward self-government and good citizenship.

Some communities have a teen-age traffic safety program that goes far beyond a code of driver ethics. Such programs might be called student driving-control programs. One of the best in the country is at

**A**n article in the series "Days of Discovery," the study program on adolescence.

Glenbrook High School, Northbrook, Illinois, under the supervision of Margaret L. Johnson, teacher of driver education. The Glenbrook program is not offered as a model to be imitated by other schools. It merely suggests principles and guide lines other schools may wish to adopt as they develop their own programs, based on local traffic problems.

On the basis of the Glenbrook experience, we can say that the first step in setting up a driving control program is to find an enthusiastic sponsor and a group of interested students who will sell the plan to others—to the student body, the faculty, school and public officials, the P.T.A., and other citizen groups. Indeed a P.T.A. might well get the idea rolling by asking a student panel to discuss the traffic problem at a regular monthly meeting.

The next step is to form a broadly representative safety committee, operating as a branch or committee of the student council. The committee formulates safety policies, regulations, and practices and embodies them in a code, to be published in booklet form after they have been approved by the student organization.

Next, such activities as these are developed:

*Issuance of student driving permits.* The student gets a "request to drive" form from the safety committee and returns it with his parent's signature, which permits him to drive. The student's car is inspected for safety, and he is given a written test on the regulations in the driving code. If all is in order, he receives a student driving permit, which may be a decal or sticker for his windshield.

*Operation of a car inspection check lane.* Here stu-

dent cars are checked for safe operating condition. Inspection includes such things as brakes, lights, tires, windshield wipers, horn, muffler, and tail pipe. The driver must show a valid operator's license and proof of insurance.

*Monitoring of the school parking area.* Traffic monitors are appointed to give parking directions and to report violations of the driving code.

*Operation of a student traffic court,* where violators of the driving code are tried. The court may operate in a single high school or it may serve all the high schools in a community.

At a specified time the student bailiff takes his place in the courtroom and announces, "Everyone stand, and let there be order in the court. The Your Town, U.S.A., High School Traffic Court is now in session. Judge John C. Doe [student] is presiding."

With this prescribed beginning teen-agers in many parts of the country are successfully conducting semi-official voluntary courts with jurisdiction over juveniles between fourteen years and the legal majority age. The aim is to combat careless driving, improve safety attitudes, and keep youngsters out of municipal court until they have had a chance to learn the importance of safe driving.

Students selected by the student council serve as court personnel, who use as their guide a manual of procedure that sets the penalty for each type of violation. Usually the sentences require the teen-ager to attend traffic school for a stated number of times and to get 80 per cent on an examination on safety rules and attitudes.

### Caution on Courts

Although student traffic courts are fulfilling their purpose in many places, a word of caution is necessary. Some educators believe that safety education, to be effective, must stress positive motivation rather than threats and penalties. Others believe that a high school student is not mature enough to assume the role of judge.

Those who favor student courts point out how much the opinion and acceptance of his friends means to the adolescent. In the court program he has a chance to tell his side of the story to a student who can see the situation from his point of view. The judge and other court personnel, in a serious but friendly way, help the violator to see how important it is for everyone to obey, and live by, rules.

At any rate, no school or community should organize a student court without first making sure that students, parents, teachers, and school and public officials agree on its value.

The projects I have described are only a sampling of the many, varied safety activities that high school students can undertake and are undertaking in schools and communities throughout the country. Given opportunities and some guidance and encour-



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agement, young people show eagerness, ingenuity, and steadfastness in carrying on programs to safeguard their own lives and the lives of others.

Of all measures to make driving safe, none is more important than driver education. Yet ever since Russia whirled its first Sputnik into orbit, some people have been proposing that we drop driver education programs from our high schools in favor of more emphasis on mathematics and science. The right answer to that proposal was made, I think, by the School and College Conference of the National Safety Council in a policy statement of April 1958. "Driver education is a fundamental preparation for life in our American society," said the Conference. "To train a scientific genius to peak performance is futile if, in a split second, his productive life is lost because he or some other driver lacked proper preparation for carrying out this universal activity of present-day life."

### The Right To Learn To Live

The public school is charged with the responsibility to teach safe driving because it is the only agency that can effectively reach the majority of youth just as they reach legal driving age—the time when their motivation to learn to drive well is at its peak. It is to our high schools that we must turn for effective education to reduce motor vehicle fatalities among the age group that has the highest rate of all.

No parent would think of trading his child's life for any amount of money, much less for the \$32.32 which is the average cost of training a high school student to operate a motor vehicle safely on the highway. Yet we go on gambling with our children's lives. If we are to reduce the number of teen-age traffic deaths we need more driver education programs in our high schools. At present only 9,028 of the nation's 19,282 high schools are providing the minimum, recommended program of 30 hours of classroom instruction and six hours of practice driving instruction. In other words less than a third of the nation's high school students are getting adequate



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driving instruction. To offset the pressure by those who would eliminate driver education as a school responsibility, we need strong action by individual parents and P.T.A.'s to strengthen the programs and extend them to all youth.

Finally, stand behind your community's traffic safety program. You can do this by backing up your local traffic officials and supporting stricter law enforcement, by encouraging traffic courts to deal rigorously with violators, and by working for improved traffic laws, ordinances, and driver licensing procedures. You can also make a personal crackdown on your own unsafe driving practices.

Traffic safety is important to us as parents and as drivers on the highways. It becomes immeasurably important when we think of it in terms of our most prized responsibility—the lives of our children. Let's end our nightmares over the teen-age automobile problem by using some of our waking hours to solve it. It can be done.

## Coming Next Month

### *Something Is Being Done About Pornography*

by ESTES KEFAUVER

### *You and TV: End of the First Round*

by PAUL WITTY

### *Is There a Morals Revolt Among Youth?*

by T. LEFOY RICHMAN

### *Promotions: Automatic or Earned?*

by CALVIN H. REED

# Russia's NEW LOOK

An early morning view in Moscow, looking from the National Hotel toward the Kremlin, with St. Basil's onion-shaped domes visible behind the bus.



© Wide World Photos

MARGUERITE HIGGINS Journalist and Diplomatic Correspondent, *New York Herald Tribune*

IF YOU HAVE A FEELING OF BEWILDERMENT about the state of the world and the on-again, off-again international conferences in Geneva, it may comfort you to know that in supposedly wise Washington they say, "If you're not confused, you're just not well informed."

Education in the broadest sense is knowledge of vital things that affect you and your family. What makes the Russians tick or the Communists tick or the Marxists tick may seem remote from your concerns. It did to one American mother until her engineer son was literally torn apart by Communist-inspired mobs in Baghdad. Or if you have scientists in the family, you may think, "Ah, good. Nobody here will be having anything to do with politics." But all of a sudden we find scientists helping in international negotiations on nuclear weapons.

A vital question, then, for American families is, Why has the Kremlin been able to fool so many of us so much of the time?

No doubt journalists like myself and readers like you share some blame for neglecting to study the psychology of the Soviets. Certainly there is a vast gulf between their psychology and ours. We need not only a translation from the Russian language but a

translation of the translation to understand the Kremlin style of Communism. If we read Lenin, for example, we discover that the word *peace* means "an interim between conflicts."

I myself have had some interesting lessons in Communist psychology and attitudes. During the truce negotiations in Panmunjom, Korea, we Western journalists would get into long arguments with the Communist journalists. I said to one of them, "Look what the Chinese Communists are doing in Shanghai. They not only take people to big stadiums for execution but they broadcast every detail over a loud-speaker. Why, at least, don't you Communists have the grace to be ashamed? Even the Nazis were ashamed enough to deny there were such things as concentration camps."

With a superior air befitting an educated Communist explaining things to a silly bourgeois Westerner, the journalist said, "Don't you know the purpose of terror is to terrorize?"

Of course it is. How stupid I was! I had been applying my own brand of psychology to the Communists. And because we do this so many times as a nation and as negotiators we get fooled.

To describe the Russian approach to negotiation,

General Mark Clark used this illustration: Let's compare Eastern Europe and Austria to a big angel-food cake. The cake is in the middle of the conference table, and both sides are arguing about it. They argue for weeks and weeks. Then one day the Western side comes in to find half the cake moved over to the Russian side of the room. There's great indignation, but because the Western powers are peace loving and don't want to create trouble, they just go on talking and being reasonable. And finally people sort of forget how the Russians got that piece of cake.

### The Take-over Technique

Then one day a Russian comes in smiling (the new look) and says, "We are prepared to be very reasonable; we are willing to compromise if you are."

A suspicious American looks at the Russian and says, "What concession are you thinking of?"

The Russian points to the remaining half cake: "We will take half of that piece of cake. We concede your right to the other half." Which means, of course, that Russia ends up with three quarters and the West one quarter.

Why is it that we can't grasp this Soviet Union double-think? Why did Sputnik surprise us?

I think the bewildering contrasts that one sees in the Soviet Union have something to do with our ignorance and have helped to make the Soviet triumphs possible. One day in Moscow I was going through the Old City, where, in the middle of this twentieth century, all transportation is by donkey. Suddenly the glass store fronts shivered as the jets overhead crashed the sound barrier. Donkeys on the ground and jets in the air! And in this city of great scientists and chemists, if you happen to get a spot on your coat you have to send it to either Helsinki or Berlin to get it cleaned.

In Siberia I once had a long conversation with a taxi driver. It was as informative as a conversation with a New York driver and about as full of misinfor-

mation. After a long silence, for no reason whatever, he suddenly announced, "I dance very well."

I must admit my first thought was, "Well, men are the same everywhere." I think the driver sensed my suspicious reaction because he explained hurriedly, "I mention this because we dance to New York music."

"You mean to tell me that here in the middle of Siberia you dance to New York music?"

Smugly he answered, "We get it on the radio, particularly after midnight."

My disbelief must have been apparent, for he went on, "We know all the hit tunes," and the one he mentioned was *My Melancholy Baby*.

This broke the ice. Probably the best way to describe the Russian's curiosity about a foreigner is to compare it to a Bostonian's attitude toward a book that has been banned for a long time. This taxi driver wanted to know the cost of my beret, my dress, my purse, my shoes, my stockings. He wanted to know whether it was true that corpses of frozen bodies of the unemployed are picked up every morning in Detroit; whether American workers can afford meat every day; whether Americans have TV yet.

Finally I had a chance to say, "Since you listen to music from New York, what about the *Voice of America*?" His answer was, "I dance very well." In other words, a Russian will talk about so-called material and nonpolitical things, but he has no answer to questions even faintly political.

### Ice Cream, Yes; Ideas, "Nyet"

When Russian visitors come to the United States through the exchanges that everyone favors, we don't expect them to become converts to our side, no matter how many ice cream cones they buy on Broadway. Their government is anti-United States, and therefore they have no choice but to be anti-United States. Yet they seem so human, so curious and gay, that we begin to think, "What in the world is the matter with our leaders? Why can't they get along with these Russians?" And that's a dangerous way of thinking.

Khrushchev is human too. And some people will say, "Why can't we get along with this man?" I can only say you can't get along with this man as long as he persists in holding on to the gains that Stalin made in Poland, Czechoslovakia, and other countries and persists in wanting more. To Khrushchev, as he once told me, *democracy* means "the state of things in such a country as Poland," which shows again the need for a translation from the translation.

True, there is a new look in Russia, but it is a matter of degree. Let's take censorship. After I had traveled throughout the Soviet Union, I came back to Moscow to file my first piece. Much to the horror of my colleagues, who thought it wouldn't pass the censor, my dispatch included the fact that I had been arrested some sixteen times for taking pictures. (The

*As we go to press, Premier Khrushchev's visit here is at hand. Whether he will wear the Soviet old look, new look, or a newer look, whether he will speak honeyed words or harsh ones, we don't know. But we do know that Miss Higgins' article will help our readers appraise the meanings and intentions behind the words, the look, and the visit.*

Russians had been most correct with me, however; they had always let me go, never holding me longer than six hours.) Here is the degree of difference: Under Stalin no pictures could be taken off the American Embassy premises. Presumably, under the present regime, pictures are possible anywhere as long as they aren't of war matériel. And after all, some sixteen arrests and being held for only six hours is better than one arrest and permanent residence in Siberia.

My story was released after an eighteen-hour wait with only one deletion. The censor, for mysterious reasons, had removed the word *sixteen*. My editors were enchanted with the way I said, "I have been arrested some times."

Because of the cold war and because they are interested in the nature of the Russians, people often ask whether they are likely to revolt. According to an Orthodox priest—one of the few who dared talk to me—the Russian can be compared to a patient who had major surgery under Stalin and who, under Khrushchev, still has a strict doctor. The Soviet body politic, now so maimed, is in a state of shock, and strict rules are better than the prospect of further surgery. So the answer is that no one can say how many Russians merely tolerate the present regime. I believe many would prefer a change, but what are they going to do about it? If the Soviet Union were involved in a war tomorrow, it would not crumble; Russians are brought up scientifically in a society completely marshaled along military lines.

We see this regimentation even in families. The family in Russia is not an entity in our sense. The Russians rear children selectively. The most talented are brought up by the state, not by their families, and given special privileges in order that their brainpower may be directed to the achievement of the Soviet's greatest ambition—the mobilization of power. Everyone is in the power-aimed army, including mothers and children. Little girls and boys are in uniform from the age of four.

I needed a translation of a translation, too, whenever I dared reproach a Communist for this or that, because I always got the answer, "You and your bourgeois morality!" I finally cornered a Soviet air force colonel who, at the time, was somewhat liberated by a couple of vodkas. A good party member and, I suspect, a member of the secret police, he said, "We make agreements in order to gain time. We understand your psychology. And we make a study of your Christian ethics, which is more than you do of our ethics. We fool you and fool you well. But don't you see that Communism is inevitable and best for humanity? Even though we have to depart once in a while from your bourgeois morality, in the long run it's best for the world. The quicker Communism spreads, the quicker the oppressed classes are emancipated, the better."

He may have had his vodkas, but this is what Com-

munist leaders believe, and Khrushchev is a true believer. Naturally they don't discuss little unpleasantnesses like the civil wars and bloody uprisings that go with the spread of Communism. And they don't use these means if they can find more convenient and palatable ones. They like the easy way, too.

Why do so many Americans belittle Soviet power? The answer, I think, came during a conversation I had with an American in a Leningrad hotel. He said, "We certainly have nothing to fear from these Russians; they don't even know how to build decent bathrooms." He had seen the steel piles, and he knew about Russia's atomic progress. But there were no decent bathrooms, and therefore the Russians couldn't be good at anything.

### Split-level Living

Jets in the air and donkeys on the ground, wonderful chemists and no cleaning facilities—all because Stalin decided that the Russian people would have bombs and do without bathrooms. In so doing he created something we have completely missed: Priority A Russia and Priority B Russia existing side by side. Only in a totally regimented society, where children are plucked from their families and shifted about like pawns on a chessboard, could you have both Russias.

Priority A is the Russia that built Sputnik, fooling us because we judge progress by Western standards and identify plumbing with scientific achievement. Priority A Russia to me was the atomic plant I saw about a hundred kilometers out of Moscow. Everything is push-button controlled from a central room, the controls looking something like a dozen B-52 bombers. Everything that goes on is viewed through a central television set. The amount of time each worker may work near the atomic pile is regulated to the half second. Spick-and-span Buck Rogers—that's Priority A Russia.

You walk a hundred yards out of this area and you're in a different age—in Priority B Russia, the Russia of donkeys and no cleaning. Houses on muddy streets, looking like wooden versions of the leaning Tower of Pisa. People proud of their one hanging electric light bulb. Women wearing babushkas, quilted cotton jackets, and torn skirts, going to a central well for water supplies.

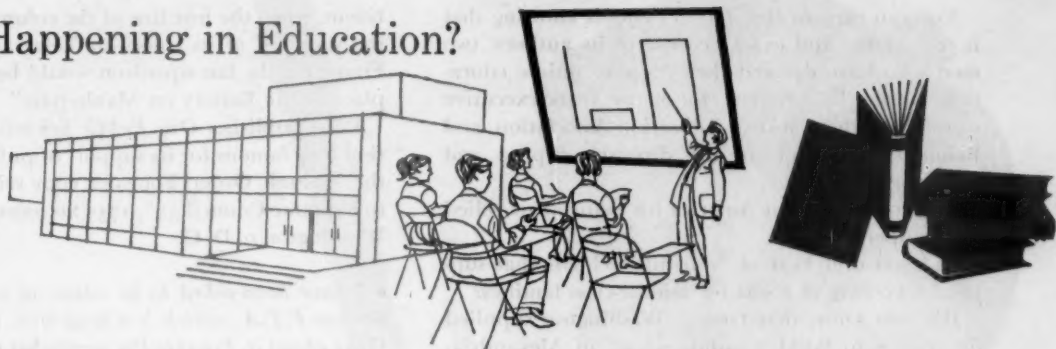
Never underestimate Russia because of these contradictions. If you do, you will be making a fatal mistake. It seems to me that unless we know the translations of the translations and stop applying our standards to Russian ways, we will continue to be fooled.

Khrushchev denounces Stalin, yes, but does he show the slightest inclination to give up anything Stalin got for him? When he says he wants to ease tensions in Europe, the translation of the translation is that he wants to make Europe safe for Communism. A

*Continued on page 37*



# What's Happening in Education?



- Where can one find playlets suitable for auditorium programs during American Education Week and Book Week? —C. L. H.

Book Week, November 1-7, and American Education Week, November 8-14, come so close (how much closer could they get?) that many schools will wish to celebrate these two festivals, both dedicated to children and knowledge, in joint ceremonies.

Three easy-to-produce, royalty-free scripts about books and reading are *When the Bookworm Turned*, *Quiz Business*, and *Adventures in Bookland*. All three will be found in the king-size book bazaar packet (\$1.50) available from *Scholastic Teacher Magazine*, 33 West Forty-second Street, New York 36, New York. This packet includes colorful book jackets, a large poster, and a manual for planning and conducting book bazaars and fairs.

For more Book Week suggestions write the Children's Book Council, 50 West Fifty-third Street, New York 19, New York. The Council's 1959 clarion call is "Go Exploring with Books." It also has new materials for those who wish to hold book fairs or bazaars or displays. If you hold a book fair you want book-category cards (*Humor, Sports, Adventure*, and so on), and these can now be ordered. Another item: Matching folders designed for parents and children to write down titles they want to remember. Christmas present ideas, no doubt! Finally, the Council offers two mobiles featuring fictional characters to turn and gleam above your library or book fair (a dollar each).

During American Education Week it is suggested that you rally 'round the theme "Praise and Appraise Your Schools." Fine new published materials tie in with the theme: *Golden Rules for Good Schools*, a useful check list for parents; *Thirteen Questions Most Frequently Asked About School Boards*; *What You Don't Know About Teachers*—another quiz. (Don't forget the National Congress' excellent guide, *Looking In on Your School*.)

Play scripts for audiences ranging from elementary-grade pupils to adult groups appear on the N.E.A.'s

American Education Week list. Prices are from fifty cents to five dollars. *Command Performance* is for the elementary grades. *May We Remember* is a two-act play comparing U.S. and Russian education, and *The Fourth R* deals with post-Sputnik educational issues. The plays were prepared by the American Theatre Wing and require adult actors. This list of plays, plus other how-to-do-it aids for American Education Week, may be ordered from the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

Also new on the A.E.W. order list is the 16mm sound film of *The Twenty-Cent Tip*, starring Loretta Young. You may recall seeing this play on television. Miss Young appears as a teacher who is forced to take a part-time waitress job to supplement her income.

Another feature of the 1959 A.E.W. kit is *The Pursuit of Excellence*, the Rockefeller report on education, mentioned earlier in this department.

The N.E.A. deserves a round of applause for helping citizens use American Education Week as a time for serious study of school problems.

Time is running out, so before you write, ask whether promotion folders for both "weeks" are not already in your school. Try the principal's office and the library.

Come to think of it, American Education Week and Book Week far outstrip the Fourth of July, Labor Day, and other "days" as events to be celebrated by millions of us in ways other than driving too fast down a turnpike.

- Where can one find quotations by famous Americans about education, men like Washington, Lincoln, and others? —M. R.

Selected quotations, and far more, will be found in a new short history of American education, *Our Public Schools*. This 64-page, paper-covered bulletin in pocket size fills an important gap. For the person who wants to know how our public school system came into being—its struggles and triumphs, its steady progress against obstacles—this is the answer, in brief.

You can turn to *Our Public Schools* knowing that it is readable and exact because of its authors, two men who have devoted their lives to public education: Willard E. Givens, for many years executive secretary of the National Education Association, and Belmont M. Farley, former director of press and radio for the N.E.A.

Did you know that America for many years relied on "pauper schools"?

Did you ever hear of "rate-bill" schools that supplied schooling of a sort for middle-class families?

Did you know that George Washington supplied the money to build a public school in Alexandria, Virginia, that is still in use?

Did you know that the education of girls used to be frowned upon because people thought girls should not attempt "such things as are proper for men, whose minds are stronger"?

Did you know that for two hundred years writing was not stressed as a subject because of the high cost of paper?

Did you know that as early as 1825 Ohio created "a state school system with school districts, county taxation, and certification of teachers"?

Did you know that the federal government has been setting aside land to promote education in newly admitted states ever since 1787? And that the amount of land given by the federal government to enable states to launch and support schools is equal in size to the entire state of Texas?

As you can see, *Our Public Schools* contains more nuggets—startlers for speeches or articles—than can be found in the Klondike. Here are some further samples:

On "corporal punishment" for disciplining pupils: "In 1844 the Boston Survey Committee found the floggings in a representative school of 400 children to average 65 per day."

On teacher education: The first school to prepare teachers began in 1823 at Concord, Vermont; the first tax-supported teacher education school, at Lexington, Massachusetts, in 1839.

And *Our Public Schools* brings you right down to the present. For instance: How many children are transported daily to school? Eleven million in 160,000 school buses over 8,000,000 miles of highway.

Among the many quotes is my all-time favorite by James Madison:

"A popular government without information or the means of acquiring it is but a prologue to a farce or a tragedy or perhaps both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power that knowledge gives."

And here's the measure of our faith in education: "If those who are in attendance [in public schools] on any one day were lined up in marching ranks of seven abreast to troop a straight road across the con-

tinental, when the first line of the column was planting the standard of its colors on Telegraph Hill in San Francisco, the last squadron would be just taking its place at the Battery on Manhattan."

Who publishes *Our Public Schools*? An organization long famous for its support of public education—the Masonic Order. For your copy send fifteen cents to Supreme Council 33°, 1735 Sixteenth Street, N.W., Washington 9, D. C.

• *I have been asked to be editor of a news bulletin for our P.T.A., which is a large one. I don't know a thing about it. Frankly I'm somewhat frightened, and I need help.*  
—MRS. R. P.

You'll find valuable and specific information in the pamphlet published by your own organization, the National Congress of Parents and Teachers—*P.T.A. Public Relations: A Publicity Handbook*. It can be ordered from your state congress office or from the National Congress for fifty cents.

In the field of education we can say, "You name it and we'll find a bulletin about it." Anyone faced with the task of preparing a news bulletin, newsletter, or indeed any kind of organization intercommunication will breathe more easily if he acquires Virginia Burke's *Newsletter Writing and Publishing* (Bureau of Publications, Teachers College, Columbia University, New York City; \$2.50). Drawing on a practical background of newsletter editing and experience in education, Miss Burke offers much practical advice.

What kind of process will you use to print your bulletin? She introduces you to the relative values of offset, mimeo, liquid duplicating, multilith, and other processes you never dreamed of. And tells you the cost of each, if that's important.

How can you write the bulletin so that P.T.A. members will read it? Miss Burke tells you that, too. She shows by example how to convert the abstract pedagogue (educator's lingo) into plain English everybody can read and understand.

What about layout? Here too she comes to the rescue. And her book presents numerous actual samples of successful newsletters and bulletins.

How can you keep your text from being long-winded? You'll find a special chapter on "Brevity." Brief and to the point. There are also good examples of "capsule reporting."

How will you organize to get the work done? Again, a matter of great importance. You, as editor, represent the collective views of your group. How you collect them, how you find what the members want to know and what's on their minds—this is vital to your success and your news bulletin's success. *Newsletter Writing and Publishing* can give you confidence and real help.

—WILLIAM D. BOUTWELL

# JUNIOR-SIZED Jitters

JANE W. KESSLER



© Elisabeth Hibbs

WE ALL KNOW what it is like to have "the jitters"—grown-up style. The jitters can strike in different ways and for different reasons. For some it means feeling blue, crabby, and out of sorts. Some feel shaky and tearful; others become absent-minded and forgetful. It may change habits of sleeping or eating, in the direction of a lot more or a lot less. In some obscure way we don't feel well, and nothing goes right.

Most of us recognize these feelings for what they are—a very uncomfortable state of mind that will fade away in due time. We usually search for an explanation and find it in some recent disappointment or a worry that we are trying to forget. When the culprit is found, a feeling of anger, sadness, or fear comes; but the mystery is gone and the vague sense of "the jitters" disappears with it. But things are more complicated if the reason can't be identified and the jitters don't fade. The resulting state of chronic tension can very well lead one to seek the expert assistance of a psychiatrist.

## Sample Symptoms

How is it with children? They certainly can and do get the jitters in much the same fashion as grown-ups. It may show up in the same ways. But children are more likely to reveal their emotional distress in motor ways—that is, by *doing* something or other. Nail biting, nose picking, fidgeting, nagging, teasing, blinking, ear pulling, and hand rubbing are common signs of junior-sized jitters. At the same time there is likely to be a general "goofing off" in all matters of responsibility at home, at school, and, in fact, wherever responsible conduct is expected. They are too restless to pay attention in school or to get their work finished. They forget what they were told to do around the house. Often they act as if they were spoiling for a fight, and then they are invariably successful in getting some sort of fracas started. It is as if they wanted to make everyone else around them as nervous as they are.

*What's that about the carefree days of childhood? Boys and girls know the other kind, too. And it's a wise parent who learns to read the signs that warn of juvenile worry.*

But it is not in their behavior that children with the jitters differ most from jittery adults. The greatest difference lies in the fact that the children don't know what ails them. They have not had enough experience in living with themselves to identify a mood. A child does not have the insight a grown-up person has, or should have; hence he does not recognize that he feels "nervous" or different from his usual self. A child acts out his feelings without awareness of how he feels. He is ornery but can't see his own unreasonableness. He is restless and "all over the place," but he can't understand why his teacher is begging him to sit still for "just one minute." He bites his nails or blinks without knowing he is doing it.

And since he (of course, it could just as well be a "she") can't see himself as others do, the comments from the concerned people around him come across to him as criticisms pure and simple. He feels abused, unloved, and no good—which is likely to intensify his nervous behavior. His parents and teachers redouble their corrective efforts, setting up a vicious circle. What started out as a mood of the moment turns into a deeply etched pattern.

### **To Treat or Not To Treat**

Many parents and teachers are sensitive to the danger of letting a bad situation become worse. They say, "Well, are we supposed to do nothing at all?" For a while this may be exactly the thing to do: ignore the behavior or consider it in one's mind, silently. One can afford to overlook a single instance or two of almost anything. However, when the nervous habit, the bad mood, or the restlessness persists over days and weeks, it becomes hard to ignore. Nor is ignoring it helpful to the child. After a time the mood will get him into trouble with others; the nervous habit will cause him embarrassment; or the restlessness will interfere with his schoolwork.

Usually the first step is to say something to the child in order to help him to see what is going on. This can be done in such a way that it does not turn into nagging, but it takes some planning and forethought. There are three "do's" to follow: Choose your time; choose your tone; choose your words. Watch for the proper time, when you can speak privately and without hurry. You *don't* comment about your child's blinking in front of his friends (or yours)

or in the presence of his younger sister, who probably has been teasing him for some time about this very thing. And you don't bring it up to him just as you are dashing off to do some shopping, either.

Undoubtedly the crucial item is the proper tone. Hitting the right tone is an art that takes imagination. You want to sound serious but not deadly. You want to indicate concern but not anger. You want your child to get the feeling that you are on his side. Obviously you will never achieve the right tone if you wait until your patience is exhausted. It is important to decide what you want to say and to say it at a time when you feel in complete control of your own feelings. This is the most difficult step because the relationship between parent and child is so intimate that there are strong feelings on both sides. It is impossible for a parent to be completely objective about his own child, and he shouldn't try to be. But what the parent *can* do is to put himself in the child's place and try to imagine what he is feeling. If the parent will do this, it is more than likely that he will find the right tone.

As for the words to use, this is probably the least important part. You don't want to make "it" sound like the worst crime in the world. You don't want to make the child feel like a freak or a hopeless case. It is hard to suggest the exact words, but a good opening gambit might be something like this: "I was wondering if you know how much you have been biting your nails [or whatever] lately. Has anyone else spoken of it to you?" This will probably be met with a non-committal silence, but it opens up the subject for discussion.

### **In Quest of the Cause**

Your purpose in bringing the problem to the child's attention in this way is twofold. First, you hope that when he becomes aware of his problem he will make an effort to overcome it. Second, you hope that you and he, working together, can find some clues to the cause of his trouble.

Your explorations may be easier if you have some ideas about possible causes. In the case of nervous habits, one of the first possibilities that will occur to you is *imitation*. Is the bothersome habit an affectation that the child has borrowed from some friend or TV character? One of the most popular TV series of the moment has been responsible for many a peculiar grunt and snort. For the adult viewer it is hard to understand why any child would want to be like one of these "stooges" who seem to represent adults without control and without sense. But the fact remains

**A**n article in the series, "A Program for 'His Excellency,'" the study program on the school-age child.



that for many a child their antics are contagious. It would be a mistake to get excited over a habit that is based on imitation, for this is certain to fade away in time.

A second—and far more serious—reason for nervous behavior is *worry*. There are all kinds of things that can worry a child. He may be suffering from fear or anxiety that is well founded. Someone in the family is ill; parents are separated; the family is facing a financial crisis; or the child himself has some physical illness or disability. In many cases, however, there is nothing to justify the worry. And this means that the child is upset over something that is not immediately apparent to the eye of the grown-up observer.

Parents may not be able to see the trouble because they are too close to it. Indeed they themselves may represent the trouble. A child can become tense and jittery if he feels that he can't measure up to what his parents want and expect. Nagging about his schoolwork, his sloppiness, or his manners, making comparisons with other children, issuing dire predictions about his future can get under the skin of any child. This is what teachers mean when they suggest that a child is "under pressure" or is being pushed too much. Unfortunately it is almost impossible for any outsider to estimate this possibility and make a helpful diagnosis. Parents must examine themselves to see whether it could be applied in the case of their child.

There are still other sources of worry for a school-age youngster. He can be concerned about a teacher's opinion or about possible failure in school. Usually the onset of the nervousness is quite sudden, and the child feels free to confide in his parents. Another kind of worry, on which he will probably be more reticent, is concern about his schoolmates and their attitudes toward him. The opinions of others of his own age are very important to the school-age child. He needs bosom pals with whom to share secrets. The girl wants to feel like a real girl and part of a crowd. The boy has to be tough and manly. These are social tests of which children of the same age are the arbiters.

Parents cannot help directly, but they *can* assist from the sidelines. The mother of the girl may want to arrange interesting class parties—interesting, that is, to the children. The father may be able to help his boy acquire the physical skills he needs to win acceptance. Above all else, the parents should remember that they cannot indulge in the same kind of teasing as the children do. They must know what is going on in this part of their child's life, and very often it is the teacher who can give them the information they need to have about their child's social adjustment.

A final possibility should be mentioned: A child may be in a chronic state of nervous tension because of a *neurosis*. Neurotic children are the most baffling and mysterious of all to their parents and teachers.

They have no idea what is the matter, nor does anyone else. The youngsters seem to persist in a pattern of behavior that is untouched by events in real life. The kind of teacher they have, the number of friends they acquire, the grades they get, the efforts of their parents—these make no difference in their behavior. Such children, in addition to showing outward signs of nervous tension, are likely to be unhappy and fearful. Usually their nervousness prevents their making friends or succeeding in school, and it is easy for the would-be helper to confuse the result with the cause. The surest sign that a child is neurotic is that nothing seems to help him.

### Needed—Professional Help

If, after trying everything else, you suspect this to be the situation, you should seek the help of a child guidance clinic. Many parents hesitate to do this, feeling that they themselves are the cause of the child's neurosis and that if they could change in the proper way they would cure the neurosis. But a child's behavior is not exclusively determined by what is going on in his life at the present time; he has many thoughts and feelings that stem from the past. The neurotic child may be reacting to present events in terms of events that his parents have long since forgotten.

The situation is further complicated by the fact that children may react to something purely imaginary, a fantasy, as if it were a real event. Since we rarely know the fantasies of a child, particularly the frightening ones that are too awful to put into words, it is not strange that we are often in the dark about why children do what they do. However, there are always explanations for a child's behavior. Of this we may be sure, even though it may take a lot of time and the know-how of an expert to find them all.

So when Miss Muffet gets the fidgets for days on end, curb (if possible) your natural impatience. The important thing is to get at the reasons for her behavior. And if *her* jitters threaten to give *you* the jitters before you come up with a clue, don't hesitate to ask for advice. The teacher, the school psychologist, or your own doctor may be able to put a finger on the trouble spot. Then the whole experience, nerve-racking as it may have been at the time, can be seen in perspective as a priceless lesson in guidance and understanding.

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*Jane W. Kessler is associate professor of psychology and the noted director of the Mental Development Center of Western Reserve University. She is also the mother of a ten-year-old son and an officer (and sometimes a speaker) in the Coventry School P.T.A., Cleveland Heights. Among Dr. Kessler's special interests in her field are children's personality growth and mental retardation.*

# The 1960 White House Conference



## on Children and Youth

IN 1909 PRESIDENT THEODORE ROOSEVELT called the first White House Conference on Children and Youth, and once in every decade since then the President of the United States has convened an assembly of representative Americans to assess and plan for the well-being of America's young citizens. From that first small conference in 1909, for which President Roosevelt himself wrote the two hundred invitations in longhand, to the huge fifty-five-hundred-member Mid-century Conference called by President Truman in 1950, the White House conferences have been distinguished for major outcomes in the welfare of children and youth. They have had international recognition, too, for other nations have adapted conference programs, objectives, and recommendations to their own uses and needs.

The "Golden Anniversary" White House Conference on Children and Youth will be held from March 27 to April 2, 1960, in Washington, D. C. I welcome this opportunity to make a brief progress report on Conference plans to readers of the *National Parent-Teacher*. In the planning and follow-up of all previous conferences, the National Congress of Parents and Teachers has figured importantly, and I am sure

P.T.A. members are accepting their share of responsibility for the 1960 Conference.

The president of the National Congress of Parents and Teachers, Mrs. James C. Parker, is a member of the National Committee. So too is Mrs. Berne S. Jacobsen, president of the Washington Congress of Parents and Teachers, who serves also as chairman of her state's official planning committee. Mrs. Parker and Mrs. Jacobsen, I know, share with me a deep sense of humility, gratitude, and obligation as we accept the opportunity to help mobilize the energies of our fellow citizens for the sixth decennial assessment of American children and youth, and for a look ahead to the next decade.

At the first meeting of the National Committee last December President Eisenhower said he believed the White House conferences "can now be classified as a permanent part of our educational process." Surely he is right, for in all previous conferences our country has made a unique contribution to the advancement of human welfare. They expressed, at home and abroad, our nation's belief in the priceless worth of each individual. They demonstrated that as a people we are responsive to human needs and that we are

## A Progress Report

*Every White House Conference in the past has enlarged our store of useful knowledge about children and youth. P.T.A. members, eagerly awaiting the 1960 Conference, will find their expectations heightened by this preview presented by the chairman of the National Committee, Mrs. Rollin Brown, immediate past president of the National Congress of Parents and Teachers.*

struggling toward the achievement of lofty goals, clearly recognizing the gap between the ideal and the real in our dearly loved land.

In planning the 1960 Conference it seemed to us in the National Committee that we should consider all areas of American life, all fields of knowledge that have something to say to us about children and youth. We believed we should consider, too, the ways in which people would like to participate.

### Finding a Significant Focus

In determining the focus of a conference important enough to be called by the President of the United States, we set up the following criteria for the selection of a theme: It should have real significance for both the welfare of the nation and that of individual children and their parents. It should be a subject of deep and genuine interest to many Americans. It should reflect the major concerns of the decade. It should build on, but not repeat, previous conferences. Finally, it should admit the possibility of action, aiming toward improvement in conditions, services, and practices affecting children.

Suggestions were sought and received from many

sources—from individuals, members of government agencies, and groups of professional workers, including those in medicine, social work, and education. Their ideas fell into three categories: those reflecting the occupational concerns of the senders; those based on the traditional subjects of other conferences; and those urging an emphasis on change—on the changing character of our society, on changes in our country's economic and international situation, on changes in technology, population, manpower needs, the family, and so on. By far the largest number of suggestions fell in this third area.

After weighing all the proposals, the Committee on Theme and Focus was ready to set forth the purpose of the 1960 White House Conference—"to promote opportunities for children and youth to realize their full potential for a creative life in freedom and dignity." This effort will be based on:

1. The study and understanding of the values and ideals of our society and the effects of the rapid changes in this country and the world upon the development of children and youth.
2. The study of how family, religion, the arts, government, community organizations and services such as health, education, and welfare, peer groups, and the behavior of adults in their interactions with children and youth deter or foster individual fulfillment and constructive service to humanity.
3. An examination of the degree of achievement of previous White House Conference goals and recommendations.
4. A determination of the action that individuals, organizations, and local, state, and national government can take in order to carry out the purpose of the Conference.

### Assignment for Action

Now let me describe briefly our working organization. All ninety-two members of the National Committee are assigned to one or another of five basic work groups:

The *Committee on Finance* has responsibility for formulating a budget and securing funds from foundations and other private sources. Since the Conference is to be a real citizen undertaking, the major portion of funds for planning and operation will come from private, nongovernmental sources.

The *Committee on Interpretations*, of which Mrs. Jacobsen is chairman, has developed a program for public information at both state and national levels, for exhibits, and for meeting Conference needs related to the press, publications, radio and TV, motion pictures, libraries, museums.

The *Committee on Studies*, headed by Eli Ginzberg, professor of economics, Graduate School of Business, Columbia University, is reviewing and preparing for publication interim studies and reports from state committees and national organizations. It



is also securing background papers in such broad general areas as welfare, physical and mental health, law and government, moral values and religion, the family, the arts, recreation and leisure, work and employment counseling. When details of the Conference program are finally set, more specific working papers will be produced, many of which will be sent to representatives before the Conference.

The *Committee on Organization and Arrangements* has an interesting subcommittee on youth activity, for 10 per cent of the conferees will be young people. Although they do not wish to be divided from adult groups, some special planning is necessary for their participation both in discussion and in social affairs that will not be exclusively for them.

The *Committee on Invitations and Credentials* has worked out a plan for distributing the seven thousand invitations to be issued by President Eisenhower. The largest number of invitations will go to the states and territories, allotted in accordance with a state quota system developed by the Council of State Committees. Each state and territory will receive twenty invitations, plus an additional number determined by the ratio of the state population to the national population. Each governor will choose his own plan for selecting representatives. But we trust that the delegations will be broadly representative, including people from urban and rural areas, from minority groups, from business and labor, from all the various social and economic groups found in our population.

The next largest group of participants will come from national organizations. There will also be a large number of public officials, including members of Congress, the Cabinet, and the Supreme Court, the state governors, and a group of federal employees who serve children and youth. The National Committee and its consultants will make up a small bloc. As for the communications field, we expect that representatives from the press, radio, and television will be working members of the Conference.

At the last White House Conference there were 250 foreign observers. This time, we think, we shall have 500 guests from other lands. The State Department is helping to allocate these invitations.

The Program Committee, under the chairmanship of Philip S. Barba, M.D., is working closely with the Committee on Studies. This collaboration assures that inquiries will pursue lines indicated by the theme and that discussions will be related to the materials assembled by the Studies Committee.

The Program Committee hopes to emphasize social situations and social context. For program content, it seeks broad, inclusive, cross-cutting topics that range across conventional subject-matter topics. It has suggested that all sessions be multiprofessional. The committee proposes that the Conference bring out findings from recent research and stimulate fresh re-

search by pointing up gaps in our knowledge and the need for more knowledge. It plans to offer ample opportunity for questioning the experts and for small group discussions.

The last main committee, of which Edward P. Greenwood, M.D., is chairman, is the Committee on Follow-up. Mrs. Parker is a member of this important group, which is working closely with the committees on Program and Studies. It will involve also the Council of State Committees, the Council of National Organizations, and the Interdepartmental Committee of the Federal Government in follow-up work.

### Outlook on Outcomes

Let me emphasize once again that this will be a citizens' conference, not a governmental or a public or private agency conference, or one made up of professional workers, although government, the various agencies, and the professions will send representatives. But this will be, I repeat, a citizens' conference, in which the professions will learn from one another and from laymen, and the laymen will profit from the knowledge and experience of all.

What is the function of differences—of differences in training and experience, as well as individual endowment—if not to multiply our collective capacity? We shall see this happening at the 1960 White House Conference, with its great variety of participants. Then, too, if laymen and professional workers function together, not only at this Conference but throughout our country, there will be an upsurge in our understanding of children's and youth's needs. Eventually, indeed, the local community may approve the applying of tested techniques to meet those needs and to solve related problems. And ultimately, as Donald Howard told us at the 1958 convention of the National Congress in Omaha, we may be able to concentrate our efforts and resources on genuinely preventive services rather than on frantic, stopgap measures to deal with problems that might have been prevented in the first place.

Within the framework of our firm belief in individual worth and dignity, the White House Conference will examine our culture. It will catalogue and study the changes occurring in our society and our world and determine their effects upon children, youth, and family. In the Conference findings, derived from research and from experience in the states, we expect to discover clues for programs and activities that will help us remove the blocks which keep children and youth from attaining their full stature in freedom and dignity.

In doing so we shall ourselves fulfill our obligations as individual citizens—and together help our town, our state, and our nation to become that growing place for human personality which Josiah Royce called "the beloved community."



## Up and Atom

A new and exciting field for people trained in science or medicine is radiological health and safety. Special postgraduate courses in these subjects are being given this year at London University on the recommendation of the United Kingdom Atomic Energy Authority. A course was also offered last summer at New College, Oxford, for laymen who are concerned about problems of radiation hazards. Among the students were health workers, local government officials, civil servants, and representatives of industry.

## At the Top of the World

What do school children study in Thule, that faraway outpost in the north of Greenland? The three R's, of course. In addition, they study kayak building, dog-team driving, harpooning, the use of firearms, and the sewing of skins. Across the water in Iceland it is a problem to educate some of the children because there are many sparsely populated districts. The best solution found so far is to send traveling teachers to these areas. The teacher sets up headquarters at one of the farms, and children from all around come each day to attend classes.

## Banners for Betterment

A campaign against the trade in opium and other vices has been sweeping the nations of Southeast Asia along with a wave of civic morality. The new outlook is rooted in national pride and is encouraged by military leaders. Last month six hundred school children marched through the streets of Vientiane, Laos, in the first anti-vice drive in Laotian history. They carried "good banners" celebrating "revolution, roads, and rice" and "bad banners" condemning Communism, opium, prostitution, gambling, and liquor. The bad banners were heaped in a pile, doused with gasoline, and set afire.

As another channel of moral suasion, the wandering minstrels who traditionally entertain the villagers have added to their repertory special anti-vice and anti-Communist songs.

A similar program is under way in Thailand, where Field Marshal Sarit Thanarat boasted after a shutdown of vice haunts, "From this day we can proudly claim that we are a civilized people."

## College in the Bush

When the knowledgeable African traveler first glimpses the tin roofs and whitewashed walls of Tsito, in the region of Awudome, Ghana, he is bound to realize that here is a thriving community with plenty of get-up-and-go. But even so he may be surprised to learn that this village of only twenty-five hundred people recently built itself a college.

It all began when a traveling teacher, Miss Lalage Bown, sent out by the University College of Ghana, gave a series of evening lectures at Tsito. The residents thought education was so much fun that they wanted a college of their own, for adults. "There's no money for building," said the University College, "but if you construct the buildings yourselves, we'll provide teachers and arrange courses."

Twenty-four hours later the reply was cabled to Accra: "Site already cleared. Awaiting picks and shovels." Someone had donated a beautiful site on a hillside, and the entire village had set to work hacking away the bush with machetes. When the picks and shovels arrived, men and women and children of Tsito, aided by people from other



villages, constructed a winding road to the future campus. They carried on their heads loads of cement, sand, and water—the water from a stream nearly two miles away. Money for materials was collected locally, an amazing feat in a region where many farmers have scarcely any money income.

Long before the buildings were even roofed, the first course was held at Awudome College, using chairs and tables carried up from the village school. That was in 1954. Since then classes have been held regularly. People come from all parts of Ghana to attend, some of them traveling as far as seven hundred miles.

## Light Through Prison Bars

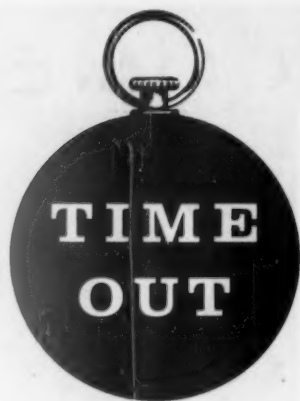
Prisoners in Japan's Osaka Penitentiary have been translating books into Braille as a contribution to the free library at the Light House, the Osaka center for the blind. During the past five years they have completed several thousand volumes, though the work carries with it no special privileges and does not shorten a prisoner's sentence. Of seven translators who have been released on parole, three are continuing to make Braille translation their lifework.

## Gems for Your Slide Collection

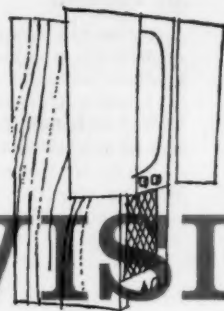
Two exhibitions of Oriental art held in Paris last year during the Unesco General Conference have been reproduced on color slides by the French National Commission for Unesco.

The first set is based on an exhibition called "Orient-Occident—Encounters and Influences During Fifty Centuries of Art." It is built around such themes as similarities in Eastern and Western painting and the influence of African Negro art forms on modern plastic arts. The second set is based on the exhibition "The Art of Ghandara and Central Asia," which illustrated cultural relations between the Orient and the Occident from the fifth century B.C. to the tenth century A.D.

Both sets of slides are accompanied by a spoken text, available in English, French, or Spanish. The slides may be obtained from the Commission Nationale Française pour l'Éducation, la Science, et la Culture, Ministère des Affaires Étrangères, 23 Rue Lapérouse, Paris 16, France.



# for TELEVISION



A FAMILY GUIDE FOR BETTER VIEWING

## Evaluations of TV Programs

### Leave It to Beaver. ABC.

This is not another animal cartoon but a series of entertaining yet meaningful episodes from the life of a suburban family. Beaver is a little boy who, like other little boys, enlivens and complicates the course of domestic events. The suburban setting is realistic enough if one allows for the TV conventions of a faultlessly run household, a superbly groomed housewife, and a prosperous head of the family who returns at dinnertime from some vague income-producing activity and devotes himself body and soul to being a dad to Beaver and his older brother.

The events in this family chronicle are those of every day, yet they are never commonplace, for through them the family learn to value each other more truly and to set up worthy standards for their life together. Nor is it only

the children who learn. The parents learn too, and as in real life it is often their children who, unwittingly, are the teachers.

If there are still parents who assume that *Father Knows Best* (another misleading title), then it's high time for them to find out that it isn't always so. For such parents we recommend regular viewing of this perceptive, appealing series. They will learn that even the best intentioned and best informed parents rock the boat occasionally, but that with a staunch bottom of love and trust the family ship will soon settle back on an even keel. Leave it to Beaver to show how.

And leave it to your family to take this program into their hearts and heads.

## Suggestions Offered to P.T.A. in Fight for Better TV Fare

JOHN CROSBY  
Television and Radio Critic,  
New York Herald Tribune

The first issue of the parent-teacher magazine to come out since the decision by the Parent-Teacher Association to evaluate television programs contains capsule reviews of 12 television shows. As an old pro at the TV reviewing dodge, I applaud the P.T.A. for getting into this mess; I sympathize and offer a few suggestions.

When the P.T.A. first announced it was going to evaluate TV programs, the nation's press erupted with both approval and disapproval. The issue of censorship was immediately raised. The P.T.A. magazine's answer to this preposterous charge was, I think, eminently sensible:

"Americans are intelligent, humane people, but you'd never guess it from watching TV. We think we deserve better fare than we are getting on TV, or at least a wider choice. We believe more programs with more solid substance and more depth, emotional and

intellectual, should be available. We intend to raise a rumpus about programs that take children on a voyage of violence and give them an undistilled hour of horror."

I agree wholeheartedly with all that. I also reject with some violence the idea that parents and teachers shouldn't have the right to censor or evaluate or pass judgment on the junk that is being stuffed into their children on television. In the magazine the P.T.A. denies that it intends to be a censor or guide or adviser—but actually it is likely to find itself being all those things. And the reason it is forced into that position is because neither the networks, the stations, the advertising agencies or the sponsors have shown the slightest sense of responsibility or common sense or decency in the matter of children's programs.

Television is a crime against the nation's children. It has ruined their



### Real McCoys. ABC.

The members of the little family about whom this series is centered *are* real, and that must be why everybody from Grandmother to school-age Tommy enjoys it so much. It can't be because of the plots, which get pretty silly sometimes. It can't be because of the minor characters, who seem often little more than caricatures. But this loving, industrious, hopeful farm family is as American as gingerbread and as natural as pasture and plowland. For the sake of the McCoys' good-earthly humanity we can smilingly ignore an occasional script-tease. And after all the story line is basically faithful to reality, for the McCoys learn from living as other families do. The young viewer learns with them to value respect for work, differences of opinion, compassion, courtesy, the fineness that may lie hidden in the commonplace, and the fun and tenderness of family living.

A wholesome experience for the entire family.

### Sea Hunt. NBC.

Long before Jules Verne took us twenty thousand leagues under the sea, ever since primitive man made myths about dragons and mermaids inhabiting the ocean depths, the wondrous world beneath the waves has piqued man's imagination and spurred his pioneering zeal. Now with the advances of modern science man is growing bold to explore that vast region about which less is known than about the far side of the moon.

In *Sea Hunt* you can follow those fascinating, finned, and strangely trussed creatures known as skin divers down the dark waters to the wondrous scenery of the ocean floor. Usually they are hunting for dangerous men who hide down there, but quite as frightening are the strange fish that may flash suddenly into attack or the treacherous seaweed that entangles a man beyond all hope of extrication. The pictures of underwater life and action are accurate, detailed, and awesome.

True, the plots lean to the sensational—*Sea Hunt's* ocean is populated with an incredible number of smugglers—but plot is auxiliary to setting, and a fantastic plot can make full use of this tremendous stage, with its inexhaustible resources of splendor, contrast, and surprise.

Recommended for everyone who can hear the irresistible call of adventure in strange and perilous places.

### Woody Woodpecker. Independent.

Perhaps this cartoon isn't supposed to be anything but fun, and preschoolers will enthusiastically agree that it is that. Yet we think there's a little more than fun in the adventures of Woody Woodpecker and his engaging animal friends. The incidents are usually wholesome, even when they are as absurd as cartoon antics have a right to be. Not often is there a falling-off into slapstick. Even a child can understand that these lovable little animals are caricatures of human types. He understands, too, that his forest friends live by a simple but honest code that might work for small boys and girls as well.

But—why are the creatures so noisy? From the first minute of the program till the last, young ears are assaulted

reading habits, when they had any to start out with, and prevented those who hadn't time to learn the delights of reading from ever developing any reading habits at all. Whenever unrestricted TV watching is allowed, it has wrecked children's schoolwork. It could be a tremendous instrument of enlightenment and education and instead, in so far as children are concerned, television is an almost unqualified evil.

Not only do the people in charge of television feel a total lack of responsibility about using television for some positive good but they actively use it for instilling, propagating, and arousing the worst in children—sadism, violence, brutality, mindlessness. Make no mistake: If parents and teachers don't kick the networks, the sponsors, the advertising agencies, the package producers and even the stars in the behind for the crime they are committing

against children, no one else will. Nothing worthwhile is ever done on TV without popular outcry.

The P.T.A.'s 12 reviewed programs were in the main gentle and sensible. The magazine gave high marks to "Captain Kangaroo," "Circus Boy" (which isn't always so harmless), "Ding Dong School," and "Lassie" and took some tough pokes at "Mighty Mouse," "Shock Theatre," and even "Howdy Doody." Dick Clark got a rather better notice than I would have given him. . . .

My suggestions, for what they're worth, are these: Don't simply say it once; say it again and again. Good programs—if you can find any—should be put on a list displayed in every issue so parents can find them. Bad programs similarly should be listed constantly—not just once. [Editor's Note: This is a fine idea. Thanks.] Constant check should be made on all programs. Good

programs sometimes stoop to violence and horror to get a rating. (Conversely, though, bad programs practically never become good ones, alas.)

But the greatest need, P.T.A., is for a steady outcry to fill those conspicuous holes in the TV structure—programs which, in your own words, have "more solid substance and more depth, intellectual and emotional." Good children's music programs, good programs on children's classics, good and stimulating educational programs about nature or the world around them (all of which kids love) are totally lacking. Both the networks and the breakfast food companies are making tons of money out of our children, and the least they can do is plow some of it back into making the little monsters into reasonably useful citizens.

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by clash, bang, clatter, scream, shout, and yell that suggest a monkey cage rather than peaceful forest deeps. It's a fault *Woody* shares with other cartoons, but surely this is one of the most boisterous noisemakers of them all. Of course, we've known from childhood that a woodpecker would peck wood, but does he have to go at it like a blasting machine? The least of TV's virtues is that it's supposed to keep children quiet, but there's small gain if it makes more noise than they do.

So much for *Woody's* sound and our fury. Otherwise this is one of the more imaginative of the cartoons.

#### Wyatt Earp. ABC.

"His strength is as the strength of ten because his heart is pure." This is the simple formula for a western hero. The good guy draws faster, shoots straighter, and kills deadlier than the bad guy. And this, my children, is the lesson you will learn from TV westerns.

It isn't the only lesson they will teach you. You will learn from them that the way to make right prevail is to enforce it with violence, not to invoke the law. You will receive expert instruction in the quickest way to beat a man's face into a bloody pulp. You will become an authority on just how far a man can stagger after a gunshot wound and just which way he is likely to fall when he dies.

To these attractions, which are common to many westerns, the series featuring a vaguely historical marshal, Wyatt Earp, adds another trait: insolence. Never does our hero knock off a villain unless he has told him off first; seldom does he draw blood but with a sneer. When Earp swaggers into a bar, dreaming a sweet dream of mayhem, he radiates a simple faith that he, alone of all the company, is certain to remain right and right side up.

Do the midnight raiders try to intimidate him? The cocky marshal cocks his gun, his lip curled in a supercilious smile. Does someone venture a derogatory remark? The answer may be a sharp retort followed by a sharp report. As he nonchalantly turns from his writhing victim, crowned by a halo of gunsmoke, Earp is the very picture not of retribution but of arrogance. "You throw bullets around like a drunken millionaire!" cries an admirer after one scene of carnage. "They had me cornered," is the slightly deprecating reply. It's a phrase killer have used before.

A show for the whole family, the whole nation, to view with alarm.

#### Bright Prospect

*Our American Heritage*, a new dramatic series to be offered by NBC-TV beginning Sunday, October 18, will dramatize six vital periods in United States history as depicted in significant events in the lives of six Americans who achieved greatness. These distinguished Americans will represent various fields and will be selected for their influence on their own times and their permanent contribution to the national heritage. This theme, treated with insight and honesty, must appeal to every thoughtful American. True, such a subject holds hidden dangers in the form of sentimentality and distortion. We have high hopes that in NBC's program we shall inherit not the wind but a windfall.

October 18, Thomas Jefferson

November 22, Eli Whitney

January 24, John Charles Fremont

February 21, Ulysses S. Grant

March 20, Oliver Wendell Holmes

April 10, Andrew Carnegie

A

## Fond Farewell

OMNIBUS

THE VOICE OF  
FIRESTONE

WIDE, WIDE  
WORLD



On the oftentimes murky television scene, a multitude of viewers have through the years sought the light supplied by three splendid programs—*Omnibus*, the *Voice of Firestone*, and *Wide, Wide World*. *Omnibus* gave us scintillating snatches of the great or new or curious in the arts and sciences and human life itself. The *Voice of Firestone* contributed an hour of well-loved music. And in *Wide, Wide World* we caught bright glimpses of lands we've often dreamed about. Now we are told this is to be no more: These shining peaks of American television are to vanish from our viewing.

Why are the networks thus darkening our screens? These fine shows "can't find a sponsor," is one reply. Then why don't the networks themselves sponsor them? Here is a chance for the broadcasting companies to show they really mean it when they talk of their duty and wish to educate and enlighten the American people. Here is a chance to influence millions who, through these programs, may gain entry to the world of the mind.

Of course we know that the networks can't ignore the financial aspects of their vast enterprise. "Would that more people wanted such programs," they say. "But people want more gunslinging, melodrama, crooning—and in a democracy the majority rules."

And we answer, "More people than the networks seem to be aware of are saddened to see *Omnibus*, the *Voice of Firestone*, and *Wide, Wide World* relegated to the dust-heap or wherever discarded TV shows are cast." It may be too late to do any good, but at least we'd like the networks to know that the Joint Committee of the National Education Association and the National Congress of Parents and Teachers, meeting in Chicago last August, went on record as deploring the demise of these programs. We trust that many of the 12,000,000 P.T.A. members and the 750,000 teachers who belong to the N.E.A. will express their views to station managers and program sponsors.

We are aware of, and delighted with, the news that the networks have some unusually outstanding programs in store for us—original dramas, news-in-depth specials, and historical portraits. In a medium where the thought of innovation brings on fever and chills, it is good to know that the networks don't want to remain static. We are heartened by their assurance that they are experimenting with new formats, new plots, new talent—all to be presented during prime viewing time.

But we would like to see this appetizing fare added to the television menu, not penciled in as substitutions. Surely we need an enriched as well as a varied television diet. Surely we aren't gluttons when we ask not to be deprived of programs already known and enjoyed in order to be served with new items, however attractive.



# Boy Friend

ANNE EMERY



NANCY PRESTON looked at the marks she was making in her notebook. She hoped that they would solve her problem. How did you get a boy to ask you for a date after you had turned him down twice? But her marks gave no answer. She looked toward Ricky Holden's black crew cut, three seats back.

There was only one Ricky Holden in the senior class. He was a swimming star, class treasurer, and president of the student council. Last summer he had been lifeguard at the beach. That was when Nancy had first noticed him. He had rescued a six-year-old girl who had gone in too far.

Nancy and Ricky became friendly after that. In August he had asked her for a date. She didn't want to tell him that she was busy, but she had to. That was the night her folks had planned a family party.

Then the summer was over and Nancy didn't see Ricky very often. Two months later he asked her for a date again, but this time she already had a date. She wanted to break it so that she could go out with Ricky, but she didn't think that would be right. She had explained this to Ricky. He didn't understand anything except that she would not go out with him.

He had not called since. Sometimes he did not even notice her in school. Nothing she did seemed to make him know that she was alive.

At least hardly ever. Yesterday he had said, "Hello," when she came into the class. But today he had passed her without even seeing her. What was wrong with her?

It could not be her looks. And she thought her personality was all right, too. Lots of other boys had asked her out. It was just bad luck.

"Will you review the causes leading up to the Civil War, Miss Preston?"

Nancy jumped and turned bright pink. Probably Mr. Foster had just reviewed them himself, but she hadn't been listening. The class all looked at her. Nancy looked at Rick. He smiled.

Nancy was embarrassed. Then the bell rang! The students picked up their books and started out.

"Saved by the gong," someone said. Ricky was looking at her as if she would enjoy the joke with him.

"A close thing," she said. "He caught me cold."

"It happens to all of us," said Ricky. She watched him as he walked away. Then she went to chemistry class.

She paid close attention to the chemistry experiment for most of the period. Paying attention was not quite so hard when Rick was not in the same class. And during the club meeting after school, she forgot him altogether.

"Hi, Mother!" Nancy dropped her books on the desk in the front room. "What's new?"

"Mrs. Cullen wants you to call her," she said. "Something about Friday night, I think. She wants you to sit with her children then."

Nancy nodded. "It's her bridge club night. She asked me a week ago. I hope she hasn't changed her mind, because I need the money."

After calling Mrs. Cullen, Nancy said, "She just wants me a little earlier. The Cullen kids are good most of the time. Once in a while they are terrible. It seems to me if I had four children I could do better than she does with hers."

"That is what most people think until after they have them," said her mother with a smile. Nancy went to set the table, thinking about Rick. If only he would ask her for a date once more. She wouldn't let anything get in the way.

After dinner the phone rang. It was Rick!

"Friday night? Why, I would love to! No, I haven't seen that movie. I've been wanting to. That will be fine, then. Friday, at seven-thirty."

It had really happened. She had a date with Ricky Holden.

She went back to her desk and tried to study history. Friday night! Why, that was the night of Mrs. Cullen's bridge party! She had better call right away and explain that she could not come.

As she dialed she thought what she was going to say. This was Monday

night, and of course Mrs. Cullen could get someone else by Friday night.

"Mrs. Cullen, this is Nancy. I am sorry, but I don't think I can come Friday night after all. Something has come up. No, I wouldn't want you to miss your club. Look, I think that I could get someone else to take my place. Okay? I'll let you know."

She hung up. She really did have to study, but she had better settle Friday night first. Everyone she called was busy. Never mind. Tomorrow she would find another baby sitter for Mrs. Cullen.

Tuesday was a wonderful day. Nancy felt like a queen, a movie star. She had a date with Ricky Holden. All she had to do was fix up Friday night for Mrs. Cullen. Four other girls had made plans and could not help out. She didn't know any more girls who did baby-sitting.

She talked to Mrs. Cullen again. Mrs. Cullen insisted that Nancy either find someone else or be there herself. Nancy tried to talk her mother into doing it for her, but she wouldn't leave ten-year-old Johnny alone.

Nancy was very worried. Mrs. Cullen would just have to stay home. Nancy just could not tell Rick a third time that she could not go out with him. If she did, she knew he would never ask her again.

She saw herself in her new date dress. She would be sitting beside Ricky at a movie she was dying to see. And then they would have sodas afterward. More important, she was hoping it would be only the first of many dates. But if she could not keep the first date, she might not get another chance. She could not possibly explain to Ricky about the baby-sitting. Boys just did not understand those things.

No matter how she thought about it—she could see no way out. She had never let anyone down before. She could not let Mrs. Cullen down now.

She picked up the phone and told Mrs. Cullen she would be there. Now all she had left to do was tell Ricky.

There was no chance to talk to him on Wednesday. He came into history class late and left before she could

*Continued on page 37*

# IS NURSERY SCHOOL

KATHARINE WHITESIDE TAYLOR



© H. Armstrong Roberts

A  
MUST  
?

**O**N this bright fall day let's pay a visit to a nursery school, a co-operative one where mothers take turns helping the teacher. As we open the door and step into the sunny room, school seems to be well under way. The children hardly notice us; they're much more interested in what they're doing. Those two three-year-olds near the door are building towers out of blocks. Beyond them three others are making "hills" of moistened sand. Four are painting at easels, completely absorbed.

At the workbench two four-year-old boys are sawing away intently. Several other four-year-olds are playing house, and we see that it's moving day. Two of the children are piling doll furniture into a truck while the "mother" and the "daddy" get the "babies" ready for the trip. And over in a corner five little boys and girls are beating rhythms to a song composed by one of their group.

All the children are engrossed in their own activities. A teacher and three mothers, relaxed yet watchful, are there in the background, interested and affectionate. To be sure, there are occasional upsets and quarrels over who should have which plaything; there is even uncalled-for aggression among the three-year-olds. But the skilled and sensitive teacher uses these occasions for a subtle kind of social education.

Soon it is time to put away the play equipment, wash up, and get ready for "juice." With astonishing zest the children put things back in their places, proudly set the tables, and clear away afterward.

While sipping their juice they have a chance to "show and tell." Some of them tell about things that happened to them today or yesterday; others bring something from home to show to the group. Next comes a rest period, on mats, followed by a story, music, and

rhythms. Then—outdoors. The four- and five-year-olds take a "nature and science" walk while the threes have full rights to the swings, the jungle gym, the slide, and the sand pile. Then, before anybody realizes it, the morning is over. It's time to go home after a busy and happy three hours at nursery school.

What a rich store of experiences those children are having! What a variety of play materials are at their command! Surely, we think, the little three- and four-year-olds must be learning a great deal about how to do things, how to get along with others, how to take responsibility.

## The Experts Show and Tell

Favorable though our opinion may be, the value of nursery school training is not a matter of opinion. It has been proved. Let us look, for example, at a famous study made at the University of Iowa. A group of children in an orphanage, matched as to intelligence, was divided in two. For one school year half the group attended a fine nursery school, which had good teachers and plenty of equipment. The other half did not go to nursery school. Otherwise all the children had the same physical care, food, sleeping facilities, and supervision.

The results at the end of the year were striking. The children who had gone to nursery school showed marked gains on intelligence tests (some scores increasing by as much as thirty points). But the scores of the children who did not go to school showed no increase; in fact, some fell a little lower. Clearly the nursery school contributed something essential, something vigorous and productive, to the mental growth of these boys and girls.

And this "something" is essential if the child is to develop fully the powers

*"If I would get to the highest place in Athens, I would lift my voice and say, 'What mean ye, fellow citizens, that ye turn every stone to scrape wealth together, and take so little care of your children, to whom ye must one day relinquish all?'"* —SOCRATES.

that lie within him. It's the same way with all growth. A baby may be born with the potentiality of becoming six feet tall, but if he is denied the proper nourishment he may never reach that height. What a nursery school does is to provide the mental and emotional nourishment to develop every child's potentiality.

How does it accomplish this? After all (some people say), children don't really begin to be educated until they enter first grade. Before that, all they do is play. But to a child play is education—and much more. Through play he tests, explores, discovers, learns what social give-and-take is, and practices adult roles. Through play, again, he works off unpleasant emotions and expresses in various ways all that he has heard, seen, and felt. He discovers who he is, what he can do, how to make others like him. And in a good nursery school he has almost unlimited opportunities for every kind of play.

Why can't a child play at home just as well as in nursery school? Well, virtually no home can provide the variety not only of play materials but of experiences each child needs. How nursery school can make up for these and other lacks is illustrated by an incident that happened in New York City. A nursery school teacher was taking her four-year-olds for a walk through the city streets. As they passed a can of ashes, Bobby asked, "What's that?" "Ashes," said superior Debby. "Where do they come from?" "Cigarettes, of course," came Debby's prompt reply.

The alert teacher, Miss Burch, realized at once that these youngsters had no way of knowing what wood ashes were like. They had no open fires in their apartments. Many apartments, heated with gas, had no ashcans. She then and there decided on a trip to the woods, where they could build a fire, see the ashes, and take some home in little boxes. Not only in our big cities but in suburbs with open yards and in even smaller communities children are cut off from contact with nature and its

elements—and consequently from an understanding of their world.

Moreover, home neighborhoods seldom provide a large number of playmates close to the child's own age. Nor can the home always supply the highly skilled social guidance that can be given by a qualified teacher. With wisdom and kindness she can help the child to develop self-reliance and the capacity to take responsibility. He can grow in intelligence, ability, and initiative, so he can be creative on his own, without direction. And he can be awakened to the rights and personalities of others as he joins in group play.

Of course there are some small children who shouldn't have too stimulating an environment, but a good nursery school teacher can readily adapt the play activities to each child's needs. Actually the home, with its ever available television and radio, may prove more stimulating than the school—without giving youngsters a chance to respond creatively to the mechanized offerings.

Naturally, not all nursery schools are alike. There are several kinds—those operated by institutions, such as universities, for research or training; by public schools as laboratories for high school students in family life education courses; by churches, Y.W.C.A.'s, or other agencies as a community service; and by private individuals. There are cooperative nursery schools, like the one we have just visited, maintained by groups of parents for their own children. And in addition there are day nurseries and day-care centers.

#### Look for These

Whatever type of school you are considering for your child, visit it if you possibly can, keeping these questions in mind:

- Are there ample space, materials, equipment, and opportunities for a rich play life? Is there evidence that, through the experiences and guidance provided, children are becoming more sensitive, skillful, inquiring, constructive, imaginative, and creative?
- Is discipline based on friendly relationships, the child's readiness for activities, and his growing capacity to take more and more responsibility?
- Are feelings understood, and are children helped to channel destructive emotions into activities satisfactory to themselves and others?
- Are children's basic physical, mental,

social, and emotional needs well understood and provided for?

- Are there provisions and guidance appropriate for fully releasing the potentials of children at different age levels? For individual variations within those age levels?
- Are teachers alert to emerging child interests and concerns, and are activities built around them?
- Do teachers and parents enter a situation only when it is really necessary? Are children growing in independence and self-reliance?
- Are children learning to understand necessary limits to their freedom? To respect each other's rights? To play cooperatively? To develop leadership?
- Are there evidences of warmth and sympathy between the children? Between the children and adults? Between the cooperating adults?

You might ask further: Is health clearance required at the time of enrollment? Is there health inspection each morning? Are children given a chance to play alone as well as with others? Are provisions made for a morning rest period? Is active play alternated with quiet activity so that children do not become overtired? Does the play seem zestful, free, and spontaneous? Is there an absence of regimentation? Is there an adequate number of adults to allow small interest-groups and individuals to play as they wish? (An average of one adult to every six or seven three-year-olds and eight or nine four-year-olds is desirable.)

Find out, too, whether the school permits a child to start gradually—that is, whether his mother may stay with him until he seems content to be there without her. To many a young child this first venture away from home, with no familiar face around him, proves overly severe. That is why some schools invite mothers to stay with their children for the first few days, or weeks if necessary. Sometimes, however, it is the mother who is reluctant to leave, because she enjoys her child's dependence on her. After Margie's mother had visited nursery school for two weeks, the teacher said, "I think your little girl is ready to stay without you now." The mother replied wistfully, "Yes, I'm afraid she is."

**A**n article in the series "Right from the Start," the study program on the preschool child.



## Ages and Hours

Another arrangement that helps children make the adjustment gradually is to have them come for half an hour the first day, an hour the second, an hour and a half the third, and so on until they are staying through the complete session. Then, too, some schools have the little three-year-olds come only two days a week the first term and possibly the second. For example, the three-year-olds may meet on Tuesday and Thursday, the fours on Monday, Wednesday, and Friday.

Probably the question parents ask most often is "How old should a child be to enter nursery school?" The answer depends on the child. Most nursery schools do not take youngsters under two and a half or three, but some children are more mature at two and a half than others are at three and a half. Nursery school teachers are usually good judges of a child's readiness to enter.

Another question almost as frequently asked is "How many years should a child go to nursery school?" Again the answer is "It depends." It depends on how well the school can continue to stimulate the child as he gets older. Good nursery schools arrange for new experiences at progressively more mature levels.

Katherine Nichols, an elementary school principal in Baltimore, says of such schools (particularly cooperative schools) that "the child who has had this experience makes an easier and quicker adjustment to kindergarten. The parent, too, is much more relaxed about the child's being separated from her." Many teachers as well as principals echo her views. Clearly children who have had one or more years of nursery school are more mature, more creative, and better able to take responsibility—three qualities essential for living in our space age.

Again, the question is often asked, "What kind of nursery school shall I choose for my child?" We have already mentioned the different types available in many communities, but a number of things will have to be taken into account in making the choice. Nursery schools run by universities and public school systems, for example, usually take only a few children. Schools run by churches and other agencies are relatively limited also, but often provide fine services.

If the mother is employed and the

family have means, it may be possible for the child to attend one of the good private nursery schools that keep children until three or four in the afternoon. (A sitter can then take over until Mother gets home.) Or the child may be taken to a day-care center or day nursery, where he may stay from seven-thirty or eight in the morning until six in the evening. He will have hot meals and a long afternoon nap and will probably gain more from this group experience than from having a daily sitter.

It is usually better to select a day nursery run by an established agency than one run by a private individual. Even though such centers do not always have the same high standards as the best nursery schools, most of those provided by state or city welfare departments do secure guidance from educational agencies and have fine programs. In many cities and states all child-care groups are licensed by health and fire departments to assure the highest standards of health and safety.

## Parents Pitch In

Cooperative nursery schools are the parents' own answer to young children's need for social education in a rich environment. Since the mothers assist a trained teacher and the fathers help provide equipment and upkeep, costs are kept at a minimum, bringing nursery school within the range of average-income families.

From the child's point of view, too, the cooperatives have their advantages. Billy likes having Mommy play a part in his first group experiences away from home. Having his friends' mommies around also gives him a warm, friendly, neighborhood-like feeling. Thus the cooperative nursery school serves as a bridge from the familiar surroundings of the home to the more impersonal atmosphere of the school.

Equally important, mothers (and often fathers) learn along with their children. They learn what is essential for healthy growth and hence can carry out at home the same good principles they observe in the school. Many cooperatives take advantage of their unique opportunities for parent education by having nearby educational agencies plan courses and in-service training for the assisting parents. Not only does Mommy put into practice, on the spot, her new knowledge about child guidance; she gains a sense of

competence that may do wonders for her mental health—and hence for that of her family.

The alumni of these schools, both children and parents, reflect high credit on their alma maters. Not only do first-grade teachers note the maturity of the children, but elementary school principals and P.T.A. leaders often remark upon the excellent contributions made by parents who have been trained at cooperative nursery schools. Frequently these young, energetic, and enthusiastic mothers and fathers become P.T.A. officers. In a number of cities they have been elected to school boards and have served on recreation boards and other welfare agencies. Thus they put to use the knowledge of civic affairs, as well as of children's needs, gained through their participation in cooperative nursery schools.

If you find that there are no suitable nursery schools near you, you may wish to join with other parents and start a cooperative one. Seek help from near-at-hand educational agencies, and also write Parent Cooperative Preschools of America, 2418 St. Paul Street, Baltimore 18, Maryland.

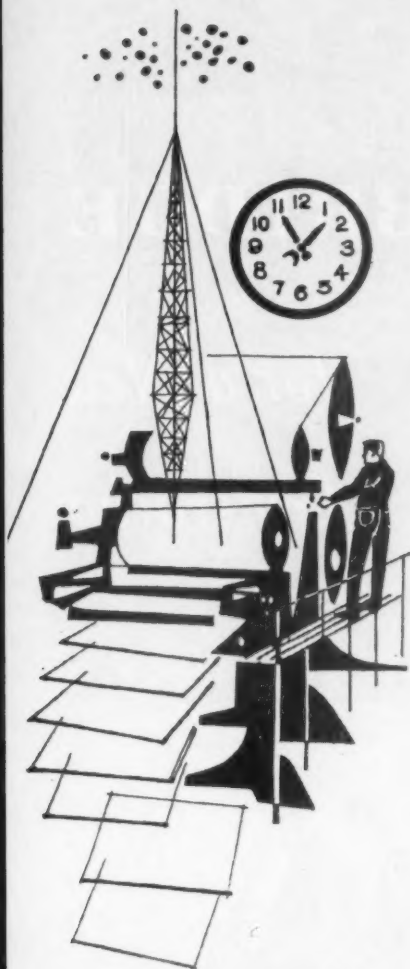
Of course even the best nursery school cannot take the place of a good home. Rather, it reinforces the home and builds upon the child's life within those warm and fostering walls. By the time a youngster is two and a half or three years old, he is ready for a gradual introduction to a widening world. Nowhere can he better prepare for this world—and for entering school—than in nursery school, in an atmosphere carefully planned to stimulate the unfolding of his, and every child's, unique personality.

The noted educator Harold Taylor once said that "the farther away we get from nursery school, the less account is taken of the true nature of human growth and development." The nursery school, he pointed out, "leads the way in the reform of education."

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*In the whole field of nursery education no name is better known than that of Katharine Whiteside Taylor, supervisor of parent education in the Baltimore Public Schools. Among her valuable publications is Parent Cooperative Nursery Schools (Teachers College). The criteria she lists for judging a nursery school are taken from this book.*





## notes from the newsfront

**Unite for United Nations Day.**—The President's United Nations Day proclamation reminds P.T.A. associations everywhere that on this day, October 24, and throughout United Nations Week, October 18-24, they can promote world peace and progress by showing their faith in the United Nations. The President has called upon citizen groups to engage in appropriate observance of United Nations Day.

Here are some suggestions for activities: Discuss current problems now before the U.N. Present speakers on specific areas of U.S. participation in the U.N.; follow these up with forums and group discussions. Talk with your school-age children about their world history and other studies, and help

them to understand why it is important for the United States to be active and effective in the U.N. Entertain an exchange student or teacher in your home.

**Pets for Patients.**—A novel way of establishing a "Let's get well" attitude has worked wonders for young patients at the University of Michigan Hospital School. The school uses live animals as healing agents, with such good results that the staff now refers to the pets as "the therapeutic faculty." The animals help to "bring the outside world in," so as to prevent the children from brooding too much about themselves. The pet population to date has included dogs, cats, rabbits, ducks, birds, a turtle, a goat, a white mouse, an alligator, an ostrich, a deodorized skunk, and a coati-mundi (honey bear from Yucatan). Fortunately for the nurses, the little patients feed and care for the therapeutic faculty themselves.

**The Better Half?**—One half the books produced in the world are textbooks. Each year 1,250,000 copies are printed.

**Check on Cheaters.**—American housewives are being cheated out of countless thousands of dollars every year by advertising frauds, say postal authorities. Many of the misleading ads promise to make you fatter, thinner, prettier, or curvier, but all they really do is to make the advertiser richer.

To help you protect yourself against these modern pirates, the Post Office offers this advice: Be sure to read the whole advertisement, including the fine print. Never send cash through the mail; send a check or money order, so as to provide a record of the transaction. Note down the date on which the application was sent and the name and address of the company. Keep the advertisement or a copy of it, with the name and date of the publication in which it appeared. Above all, save the envelope in which the reply or merchandise was received; this is valuable evidence. If you get cheated, report it at once.

**Blind Lead the Blinded.**—During the recent failure of electric power in New York City, blind persons led seventy sighted workers at the New York Guild for the Jew Blind through the darkened building to the street. The four-story building was without elevator service or lights. The interior rooms have no windows, nor do the staircases. It was pitch black. So the two hundred blind workers, who know every inch of the building by touch, led the helpless sighted workers down the steps and onto Broadway.

**Thanks for the Memory.**—Before long we shall have electronic devices that can memorize all the recorded knowledge in the world, predicted computer specialists at the International Conference on Information Processing in Paris last June. A giant memory will preserve all the contents of the great libraries, such as the British Museum, the Bibliothèque Nationale, the Library of Congress, and the Lenin Library, as well as all other recorded facts. The record will consist of an electric circuit as fine as a spider's web, which will be kept in a deep freeze, at about 270 degrees below zero.

The job won't take too long to be practicable, either. Computers today are a thousand times faster than they were only three years ago, and a million times faster than ten years ago.

**What Will They Think of Next?**—That dignified, scholarly magazine, the *Scientific American*, has leafed through a hundred years of its back issues and come up with the following item from the August 1859 number:

"Among the thousand marvelous inventions which American genius has produced [is] . . . an ice-making machine. . . which is worked by a steam engine. . . Another is an electric clock which wakes you up, tells you what time it is, and lights a lamp for you at any hour you please. . . There is a machine by which man prints, instead of writes, his thoughts. It is played like a pianoforte."

## GIVE



THE UNITED WAY

This is the time when all Americans gladly give to their communities' United Fund campaigns. Every informed citizen knows that the United Fund needs our generous support. He knows that his gift, large or small, contributes to a variety of services—that it helps fight disease and disaster, prevent juvenile delinquency and the breakdown of family life, and attack the problems of the aging.

P.T.A. members have a special responsibility to join with other Americans in making sure there is "enough for all." Ours is a merciful country whose citizens understand the meaning of "There but for the grace of God go I." Let's keep it that way the United Way.

# AN EAST-WEST BRIDGE

*Since the World Confederation of Organizations of the Teaching Professions was created in 1942, it has met in many parts of the world—Copenhagen, Oxford, Oslo, Istanbul, Manila, Frankfurt, Rome. This year for the first time its delegates gathered in an American city, Washington, D. C. The conferees represented more than 3,500,000 individual teachers in 62 countries and territories of the free world. Sir Ronald Gould, president of W.C.O.T.P., in his keynote address, got down to practical matters of meaning and means. We present portions of that eloquent address.*

TO ENGLISH-SPEAKING DELEGATES (those who speak the tongue that Milton spake) I must utter a word of warning. You must not expect to understand the language spoken here. Here you will find English words spelled differently, pronounced differently, and bearing new and extraordinary meanings. Words like *hog-wash* and *applesauce*, which are part of the essential vocabulary for conferences, will need interpretation.

And then perhaps I should gently remind you that certain dining customs in the U.S.A. are a little unusual. One of our poets noted this when he wrote:

*And when they ask you out to dine  
At Washington, instead of wine,  
They give you water from the spring,  
With lumps of ice for flavoring,  
That sometimes kill and always freeze  
The high plenipotentiaries.*

Most men will be appalled to learn that water, which rusts iron, rots leather, and has a terrible effect on the inside of kettles, is actually still widely used.

But this is an occupational risk of delegates to W.C.O.T.P., and to be forewarned is to be forearmed.

The theme of this year's conference is the same as that of the Unesco major project: "The Mutual Appreciation of Eastern and Western Cultural Values." It may be asked, what is East and what is West? Is Turkey East or West? Is Africa East or West? A search for precise definitions will prove unrewarding. What really matters is whether each country, East or West, appreciates the achievements, ideas, values, hopes, and fears of others.

*for a New  
Generation*



Sir Ronald Gould (right), with Lyle W. Ashby, assistant executive secretary for educational services, National Education Association, (left), and Lyman V. Ginger, dean of education, University of Kentucky.

Why the high-falutin language? Why that word *cultural*? What often passes as culture is but social snobbery—pretentious, arty-crafty, and phony. But if culture is what I believe it to be, the sum total of ideas, values, and social and political forms of society; if culture is a measure of how far we have sought for and found beauty, truth, and moral worth; if it is an indication of how civilized a society has become—culture is not irrelevant, trivial, snobbish, pretentious, arty-crafty, or phony. It determines a society's spiritual, mental, and material well-being.

The cynic may reply, why is it necessary to appreciate other people's culture? Why doesn't each coun-

try look after its own? The short answer is that it can't. There is no culture that does not owe something to other countries, none that can remain unaffected by others. In my own country we owe the introduction of printing and the consequent spread of learning to the Chinese; much of our mathematical knowledge to the Arabs; ideas about democracy to the Greeks; our law to the Romans; and our knowledge of the world of the spirit to the Jews.

### **If the World Is To Be Wiser**

There is, then, no pure culture. And national cultures can be improved and refined by contact with the best in others. Is this important to ordinary people? It is. Let me take a simple illustration. Asia is poor. With more than half the world's population it consumes less than a fifth of the world's food. Millions are hungry; tens of thousands die of starvation. And what will enable the East to provide more food? Technology, the use of that knowledge which is power, the harnessing of science to production, the transfer to Asia of Western ideas. Then more food will be produced, and, since international trade is really barter, Asia will get more from other countries, and other countries will get more from Asia. Appreciation and understanding of the cultures of others, therefore, is not mere altruism; it is the way to a better material life for all.

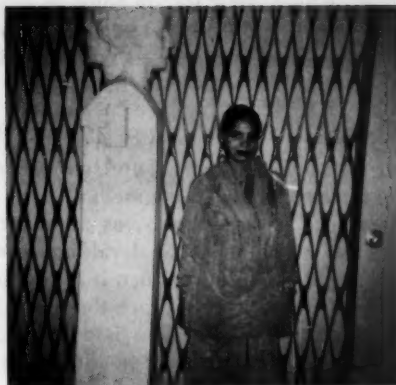
What has this to do with education? The teachers' task is to transmit to their pupils the best in their national culture. They can play a part in refining that culture by leading their pupils to appreciate some of the worthwhile in other cultures. And this must be done if the world is to be wiser, more prosperous, and free from the tensions that lead to war. Whatever else education may do for children, it must free them from ignorance, prejudice, parochialism.

How do we do it? Do we add another subject or use a few new visual aids? This is but tinkering with the question, when fundamental rethinking is required. What is really needed is an education actuated by better motives, with better content, given in a better way, under better conditions by better people.

### **Better Purposes**

Some will say education needs no purpose; it is an end in itself. Unashamedly I am advocating a purposeful education. I want teachers committed to the production of good citizens of their country and the world. I want them to combat ignorance, suspicion, and prejudice. I want them committed to the pursuit of truth, beauty, and moral excellence.

There is a real risk, I think, that we may become muddled in our aims or pursue aims that are too narrow. Some, for example, appear to be concerned with other-worldly ends. They readily become airborne. The sordid business of earning a living, they think, must not be mixed up with education.



**A lovely delegate from Pakistan.**

What nonsense! I concede man has a right to a personal life, an abundant personal life. But he also has to work. He has to live in a real world—not a dream world but the world as it is—and become a citizen of it. I know man does not live by bread alone, but he can't live without it. As Mark Twain remarked, "A man doesn't want Michelangelo for breakfast."

Yet this isn't the biggest risk in education today. When the Sputnik was put into orbit, many rushed to the conclusion that education should be devoted to technological ends. And indeed the emphasis today is almost exclusively on education as a means of achieving a higher standard of living. I am all in favor of higher living standards, but other things need emphasis too. A. N. Whitehead rightly reminded us that "A man may know all about the laws of light and yet miss the radiance of the sunset and the glory of the morning sky." Education must produce not only better scientists but men who are esthetically and spiritually alive.

The purposes of education must vary between country and country and even school and school. Each school must define its own. This is all the advice I can give: First, define purposes as best you can and make them worthy purposes. Second, avoid, like the plague, narrow aims. Third, relate to the purposes all that is taught and how it is taught. Fourth, constantly reflect on what you and the pupils are doing and how this relates to your purposes.

### **Better Content**

In preparing curriculums, only what is relevant to the purposes should be included; all else should be excluded. If in your enthusiasm you are tempted to attempt too much, take note of Gould's Law: "If more is added to a pot that is already full, a mess is created." Don't, therefore, add unless you are prepared to take away.

And don't change everything and abandon the traditional as being useless and old-fashioned. In education the worthwhile is not necessarily old or new. It



can be either or both. So if we are going to improve the curriculum we should make selections of old or new material, relevant not only to the capacities of the children but to the purposes to be pursued.

### Better Methods

I am no pedagogical expert, but I see colleagues falling into the error of regarding methods as of little or no importance or, alternately, as all-important. Let me give two examples of the devaluing of methods. Here is the first: Moral conduct, it is assumed, is merely a matter of knowledge. Teach the right things and children become moral. This is a fallacy. For virtues and powers are developed not just by knowing them but by practicing them. In the classroom unselfishness, courtesy, cooperation, and appreciation of others need to be practiced just like reading, writing, and arithmetic.

Here is example number two: Scientific education, it is said, is too narrow; humane and liberal studies must be added to make the specialist liberal-minded.



The Latin American delegation. This and the other two pictures were taken by our national president, Mrs. James C. Parker, who was a delegate at the conference.

This too is a fallacy. In these days of increasing specialization I doubt the practicability of adding much in the way of the humanities to science courses. But is it true that the study of science is illiberal and the study of the arts liberal? The fact is that there are no liberal or illiberal subjects; there are only liberal and illiberal ways of teaching and learning. All that is taught should be related to man, his needs and his aspirations.

But the worst error of all is committed by those who regard method as all-important. The teacher's task, they say, is to create conditions within which a child can be happy, and happiness is derived from doing what one pleases. This is another fallacy. Real and abiding happiness comes from strain, tension, struggle, from grappling with difficulty and succeeding. Music comes from taut strings, not slack ones. And no worthy education is possible without effort.

### Better Conditions

Half of the five hundred million children of school age in this world are getting no education at all. Even in wealthier countries classes are often overcrowded and buildings are inadequate, leaving pupils little chance for anything but assimilation. Such a lack of individual attention and time for reflection can easily lead to political and social irresponsibility.

Some countries have the will to provide good educational facilities but lack the means; some countries have the means yet lack the will. The fact is, substantial natural backing and substantial national resources are needed for modern education. Without them, even in countries like the U.S.A. and Canada, phrases like "equality of opportunity" have a hollow ring. Teachers can determine their purposes, work out curriculums, and devise suitable methods, but the help of others is needed. Governments, in particular, must learn to give priority to the things of the mind and spirit.

### Better Teachers

Now may I add what is generally overlooked? Schools need not only enough teachers but teachers of the right sort. And who are they? Obviously they must be academically qualified; yet we need more than this. Teaching is not just a job. It is a vocation, a profession, which involves dedication to ideals and causes greater than ourselves.

Schools need teachers with a real sense of vocation and a true professional spirit for many reasons. If we are going to wage war on prejudice and suspicion, and be successful, we must not rely alone on textbooks describing toleration, unselfishness, and sacrifice but on toleration, unselfishness, and sacrifice incarnate in teachers. What is taught, why it is taught, and how it is taught may all be important, but what the teacher is, is most important of all.

You will recall what Kipling wrote: "Oh, East is East, and West is West, and never the twain shall meet." But the twain have met. The childlike, of whatever age, are of the kingdom of heaven. In them East and West can and do meet.

I know schools have their failures and partial failures, for human nature is unreliable. But despite this, if the world is to make moral and spiritual progress we must rely upon education.

Let us, then, take this message back to the three million teachers we represent in our own countries. Let us urge our colleagues to reexamine their theories and their practices. Let us encourage them to dispel ignorance and misunderstanding, to root out fear and suspicion in all the many millions of children entrusted to their care. For the challenge of a world divided and subdivided by indifference, misunderstanding, fear, selfishness, and greed can only be met by making men better. To that supreme task let each of us today dedicate himself afresh.



# Keeping Pace

with the



## *Citation for a Sergeant*

Stationed in St. Louis, Missouri, as adviser to the Missouri Air National Guard, Sergeant T. R. Sherwood joined up with the new Forder School P.T.A. as soon as his oldest child entered first grade. His first assignment was to write the bylaws of the association and get them approved by the state office, a maneuver that Sergeant Sherwood executed with military efficiency and dispatch. Next he was named to a committee for the interschool picnic, a money-raising operation whose objective was quickly attained. Sergeant Sherwood quickly rose in P.T.A. ranks to first vice-president, then (last year) to president.



As first in command he quickly instituted the well-established military principle of wise delegation of responsibility: "You have the authority to act," he told his committees. Then he mapped out his strategy for the year, building his program around the theme "Challenging the Youth of Today." By the end of the year this mission had been brilliantly accomplished. New members had been recruited for an increase of 33 per cent over the previous year.

Sergeant Sherwood has moved on this year to another theater of operations, the Air Force having transferred him to Texas. Before he left, the loyal rank and file of the P.T.A. decorated their leader with a past president pin in recognition of his services to the youth of the community. The picture shows Sergeant Sherwood accepting the pin from Lieutenant Colonel C. E. Howe, Jr., as young Gary Sherwood looks proudly on.

## *Clip Tip*

Chairmen of state committees can often make use of information clipped from out-of-state magazines, but they rarely have time to do their own browsing and clipping. To meet this need the Minnesota Congress has instituted a Klip service that does its job with speed and efficiency. Five members of the Klip service committee scan magazines, clip suitable items, and mark each of them with the name of the appropriate state chairman. Then they mail the clippings to the Klip service chairman, who assembles all the clippings and speeds them on their way to the committee chairmen.

## *These Helping Mothers Really Do*

To relieve teachers of time-consuming routine duties, the Jason Lee School P.T.A., of Richland, Washington, has for three years been carrying on a Helping Mothers' Program that has been tremendously successful. Under the program mothers come to the school and perform clerical tasks such as typing for teachers and principal; dittoing master copies on the duplicator; distributing bulletins and school supplies to the pupils; counting and wrapping money from ticket sales; writing receipts and listing pupils' names for the insurance program; and answering telephone calls.

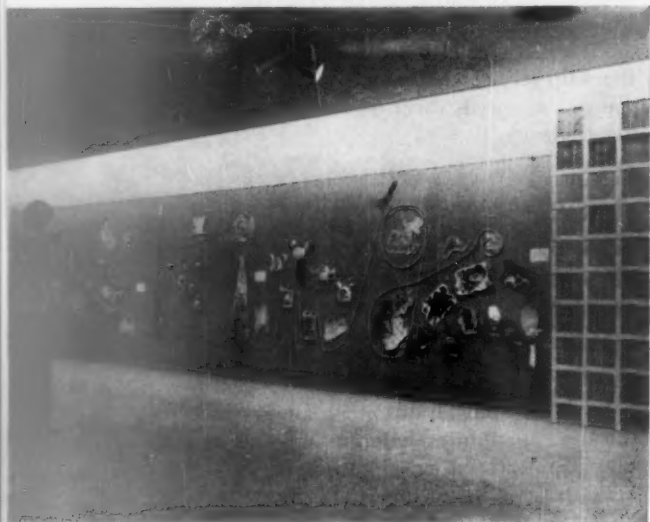
The mothers also change small children's clothing if it gets wet, torn, or soiled. (A closetful of assorted garments is kept for the purpose.) They plan programs for special occasions, wash and press choir robes for the glee club, take care of minor complaints and questions, and greet parents who may have to wait awhile before seeing a teacher. Others help the school nurse by staying with sick children until parents arrive, recording health information, weighing and measuring children at the semiannual health checkup, and keeping records of the results of vision tests. At immunization time they cleanse syringes and needles and escort children between classrooms and the doctor's headquarters.

An especially practical project of the Helping Mothers is an exchange for outgrown galoshes. Any child who has a weather-worthy pair of boots that no longer fit him is encouraged to bring them in, whether or not he needs new ones. Similarly, a child can get outfitted with new boots even if he doesn't turn in a used pair.

"The loveliest thing about the Helping Mothers' Program," says the school principal, Mrs. Lilly Peterson, "is the wonderfully sincere, cooperative attitude maintained by all concerned."

### *Stringtime in Sioux City*

Cultural arts was the theme stressed by the P.T.A. Council of Sioux City, Iowa, last year. So when a Creative Art Show was put on at the Sioux City Art Center by the elementary and high schools, P.T.A. members turned out in full force to view it. An original feature of the event was a collection of art objects and forms made of string. The picture shows some of these striking productions.



### *Parental Growth and Development*

The home is the ideal place for sex education—the members of the North Miami (Florida) Elementary School P.T.A. were agreed as to that—but the elementary school, they believed, should support the home in encouraging wholesome attitudes in children. As a result of this conviction a program in human growth and development was established at the school, after extensive planning by the P.T.A. and other community groups, plus a workshop and advisory conferences with parents and community leaders. Then the P.T.A. took the logical next step. They organized a study course designed to prepare the parents for *their* part of the program.

The course is conducted by the principal and the sixth-grade teachers, who explain the school program. The parents view *Human Beginnings* and other films that are shown to the sixth-graders, and have an opportunity to examine the books used in the course.

These include *Being Born* by Frances Bruce Strain and Karl de Schweinitz' *Growing Up*.

Under the North Miami plan, all parents know about the school's human growth program even before their children reach the sixth grade. The result has been excellent cooperation between school and community and a valuable learning experience for parents as well as children.

### *Refresher Course*

When a Georgia high school P.T.A. held a "Back to School" night, the parents followed their children's schedules through a typical school day's activities. Now, "Back to School" nights are featured in many communities, but this one had a particularly realistic touch: Those who were tardy had to report to the principal in his office, present an acceptable excuse, and carry a pink slip to the teacher! That experience reminded parents how important it is for a child to get to school on time—or to have a good reason for being late.

A second interesting occurrence took place during the program. To go to some of the classes, the parents had to cross the school yard. This showed them how much a covered walk was needed in inclement weather. In fact, the need made such an impression that shortly after "Back to School" night, bonds were voted and a covered walk was constructed between the school buildings.

### *Baby-sitting in Bay City*

Lynnette Stone, in the eighth grade in Bay City, Oregon, wrote us about her P.T.A. Baby-sitting Club. We'd like to share her delightful letter with you.

"The idea of a P.T.A. baby-sitting club," writes Lynnette, "started when a few girls got together to talk over their money problems. These girls had nothing to do (in which teen-agers are really interested) because of a shortage of money. One of the girls suggested that the club could baby-sit for parents who attended P.T.A. meetings and other evening affairs. This plan worked for a while, but the girls still didn't have many jobs. So they decided to reduce their charges from thirty-five cents an hour to only fifteen cents an hour on P.T.A. nights. After that they received more baby-sitting jobs.

"At the beginning of each school year, a list of baby-sitters is given to the P.T.A. officers. Parents call the P.T.A. officers. They in turn inform the mothers just who is available for baby-sitting. Now many parents are able to attend the P.T.A., which fact will make for a better school.

"We should add in closing that boys as well as girls have been admitted into the Baby-sitting Club."

This letter is clearly written in the best literary tradition; it works up to a grand climax at the end.

**SAY IT WITH WORDS.** By Charles W. Ferguson. New York: Knopf, 1959. \$3.50.

Words can be wings—or weights. Too often we get bogged down in banal vocabulary or tied up in tangles of meaningless verbiage. But language, rightly used, can lift you above the commonplace into the realm of imaginative thought and expression. This book tells how.

*Say It with Words* is neither a treatise for authors nor a textbook for students. It's a book for everyone who talks and writes—housewives, businessmen, workers, doctors, lawyers, young people—in fact, for all who have the zest and curiosity to engage in the art of language.

When we were children, language was a game we all played. (What child isn't curious and clever about manipulating words?) Perhaps some of us have lost this skill in adulthood, but we can recapture it, thanks to Mr. Ferguson, himself a master of the art of communication. He knows well that the need to express ourselves without the power to do so is one of the commonest causes of human misery. And who has not experienced the frustration and despair of being unable to give shape to his ideas or feelings?

For Mr. Ferguson words are not only a release but the keys of a wonderful instrument on which anyone can play. They are piercing beacons to probe facts and ideas. As you grow deft with these means of magic, you learn to create a style of your own. Not only does this unique book tell you how; it shows you, as you can see from bell-like phrases like "by this token and tocsin" or from such arresting pictures as "from the caverns of memory into the light of the mind."

Yet our guide does not leave us lost in the witchery of words. We, like all writers and speakers who are seekers after truth, have a sober duty to perform. We yearn to be precise, not just picturesque; exact, not exaggerated; rational rather than merely rhetorical. And so the book closes with a careful consideration of the important part that conscience plays in speech.

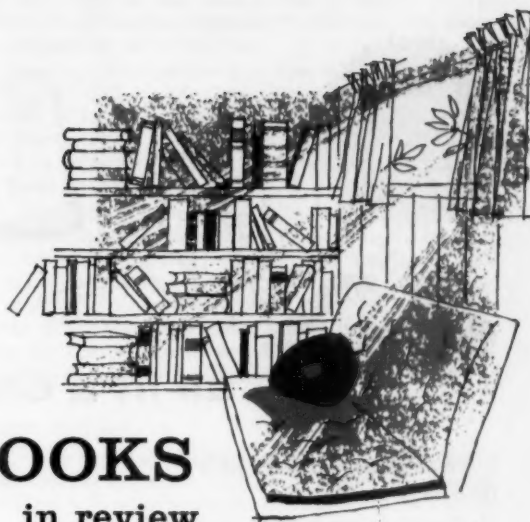
Although this book belongs on every bookshelf, it will be particularly useful to P.T.A.'s. Nobody knows better than P.T.A. members that communication is still the prime essential for getting things done as well as for getting along with others. Here is a powerhouse of suggestions that can send a current of mind-tingling new ideas rushing through each sentence you write or utter. Here too is fascinating reading, designed to make us cheerfully confident that we can develop the human power to "say it with words."

**FUTURE JOBS FOR HIGH SCHOOL GIRLS.** Women's Bureau Pamphlet 7-1959. U.S. Department of Labor. Washington, D. C.: Government Printing Office, 1959. 40 cents.

"You will be able to get a better job . . . if you have a high school diploma," says Alice K. Leopold, director of the Women's Bureau, in the foreword to this informative pamphlet for teen-age girls. She goes on: "The opportunity is in your hands. While you're in school you have every chance to draw the pattern for your future."

The pamphlet tells how the forward-looking high school girl, after consulting parents and teachers, can draw this pattern wisely and confidently. Some jobs you can train for in high school; others provide on-the-job training or call for apprenticeship; still others require college study. Or perhaps you'd like to pass a civil service examination and obtain a government job. Here you can learn which jobs require what kind of preparation.

You will find, too, that many of your questions are answered: How can I get job experience? How old do I have to be to get a job? What are labor organizations for?



## BOOKS in review

To the most important question of all—how shall I select an occupation?—the major portion of the pamphlet is devoted. Many of the most popular occupations are described, including those of nurse, medical X-ray technician, engineering aide, prosthetist, beauty operator, factory operative, airline stewardess, and grocery checker.

Parents no less than their daughters will profit by a thoughtful reading of this pamphlet, which covers with satisfactory completeness the subject of occupational opportunities available to girls with a high school education.

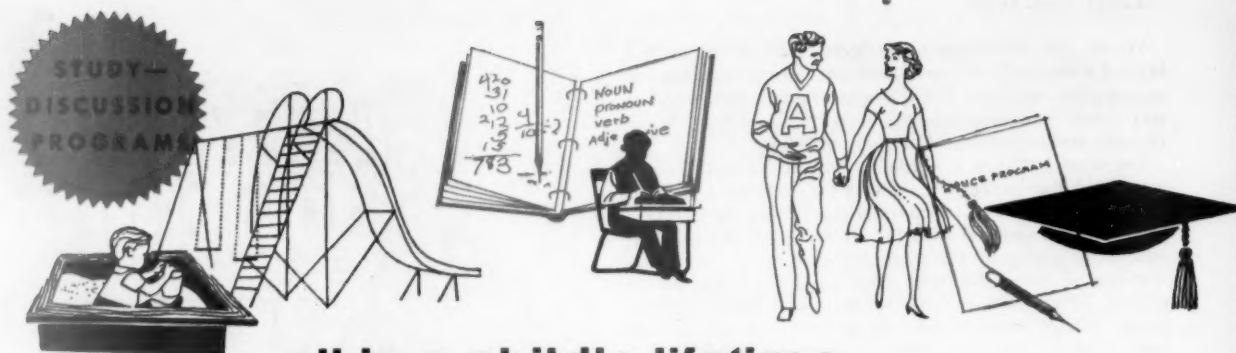
**HOW TO HELP YOUR CHILDREN: THE PARENTS' HANDBOOK.** By William C. Menninger, M.D., Ashley Montagu, Paul Witty, and others. New York: Sterling, \$4.95.

First you'll be surprised, and then you'll be pleased to discover that the opening chapters of this book are not about your child but about *you*. Dr. William Menninger believes that when an adult knows himself, when he understands why he and his children behave as they do, he has learned the fundamentals of effective parenthood.

With this background of insight, guiding your child becomes a much more comprehensible undertaking. And baffling as his conduct may sometimes seem, there is always an explanation for it. Dr. Menninger and nineteen other writers—psychologists, psychiatrists, educators—present many of the common reasons for a child's conduct, suggesting how parents can use this knowledge to help him grow from self-centered infancy into responsible youth.

With its more than six hundred informative but far from formidable pages, this is a valuable book of reference. Yet it won't stay long on the first-aid shelf awaiting a crisis; it's eventful reading for every day. One heartening theme runs through all the varied chapters: Children have an innate capacity and eagerness to learn, to please, to love and be loved. Parents need only build on this staunch foundation. But they want to build with competence and self-assurance. *How To Help Your Children* can help you gain knowledge and understanding, on which such self-confidence must serenely rest.





## all in a child's lifetime

### I. PRESCHOOL COURSE

Directed by Ruth Strang

"Is Nursery School a Must?" (page 24)

#### Points for Study and Discussion

1. Which of the following arguments in favor of sending a child to nursery school do you think are most important?

- \* Preschool children love nursery school activities—being with friends, making things, listening to stories and music, taking trips.
- \* Children gain ideas in the fields of science and social studies.
- \* Nursery school contributes to language development.
- \* Children learn social skills there.
- \* The only child, or any child who is without playmates, needs the social experiences the nursery school provides.
- \* Nursery school relieves children of too many home pressures and restrictions.
- \* It offers materials and activities not available in the home.
- \* It gives the mother freedom from constant care of her child.
- \* It helps parents to understand their children better.
- \* It provides skillful guidance by a qualified nursery school teacher.

Which of the following arguments against sending a child to nursery school do you think should be given weight?

- \* Children who go to nursery school for two years are often bored with kindergarten.
- \* All nursery schools do not meet professional standards.
- \* Some children are not stable and sturdy enough to adjust to nursery school.
- \* Nursery school may crowd a two- or three-year-old's day with too many people and too many stimulating activities.

How does Katharine Whiteside Taylor answer these arguments in her article?

2. What are some of the difficulties parents have in providing children with suitable play materials and equipment, playmates, and skillful guidance in daily activities? How might these difficulties be overcome?

3. Apply the author's criteria for evaluating a nursery school to the nursery school or schools in your community. If there are none, apply the criteria to the experiences your preschool child is having at home.

4. *Child Study*, Spring 1959 issue, carries an article entitled "Nursery School: A Place To Adjust or a Place To Learn" by Annemarie Roeper, an experienced director of

a private nursery school and kindergarten for gifted children. Dr. Roeper questions some of the ideas on which nursery school programs have been based. With which of the following do you agree?

#### Previous Points of View

Children should be happy and relaxed.

Learning is largely incidental.

Children should be praised for everything they do.

Children should be free to choose their activities.

Young children's attention span is short.

Children enjoy an activity because they are fond of the teacher.

Good emotional adjustment is basic preparation for learning.

Projects should be begun and finished in one day.

Questions and ideas for activities should always come from the children.

As you can see, there are sound ideas in both columns; it is not a case of *either-or*. Discuss the relative value of each idea in terms of children you know.

5. Why do some children find the first days of nursery school difficult? What can the mother do to help them adjust to being away from home?

6. If there is no nursery school in your community, how would you go about starting a cooperative nursery school?

#### New Points of View

Children want to feel they have learned something, accomplished something.

The child needs and wants to be taught by adults.

They should be praised only when they have done something well, or better than they did it before.

Some planned work periods should be included in the program.

Their attention span is longer than we would expect, when they are not distracted.

Children may enjoy an activity for its own sake.

Acquiring knowledge and skills tends to decrease a child's anxiety and sense of frustration.

Preschool children may work on the same project for several days or even weeks.

Teachers may suggest ideas of more value than anything the children have in mind.

#### Program Suggestions

\* Arrange a panel of parents who have sent their children to nursery school and have differing views about the value of the experience. Ask them to describe the conditions in the school, and also the characteristics of the child, that made nursery school helpful or of little or no value. Select an able chairman to relate the different points of view presented and to summarize evidence for and against each.

\* View one of the films listed under "References." Discuss how the nursery school activities shown in the film might



be carried on at home. Then review point 4 in "Points for Study and Discussion."

Consider the contrasting ideas presented, and show how they can be combined in dealing with preschool children either at home or in a nursery school.

## References

### Books:

- Allen, Winifred Y., and Campbell, Doris. *The Creative Nursery Center*. New York: Family Service Association of America, 1948.
- Frankel, Lillian and Godfrey. *What To Do with Your Preschooler*. New York: Sterling, 1953.
- Strang, Ruth. *An Introduction to Child Study*. New York: Macmillan, 1959. Pages 240, 246-48.
- Taylor, Katharine Whiteside. *Parent Cooperative Nursery Schools*. New York: Teachers College, Columbia University, 1954.

### Articles in the National Parent-Teacher:

- Bingham, Alma. "Preschoolers Can Solve Their Problems." February 1959, pages 7-9.
- Hymes, James L., Jr.; Comly, Hunter H., M.D.; Satinover, Mary; and Updegraff, Ruth. "Shall We Send Him to Nursery School?" March 1957, pages 14-16.
- Strang, Ruth. "Preschool Prelude to School Success." April 1956, pages 19-21.

### Films:

- A Child Went Forth* (20 minutes). Brandon Films.
- Long Time To Grow: Part I, Two- and Three-Year-Olds in Nursery School* (35 minutes), and Part II, *Four- and Five-Year-Olds in School* (35 minutes). Vassar College Films, distributed by New York University Film Library.
- Preschool Adventures* (42 minutes). Iowa State University.

## II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"Junior-sized Jitters" (page 13)

### Points for Study and Discussion

1. When we grownups have the jitters how do we usually act? How do we feel at those times? What, if anything, do we do to help ourselves "snap out of it"?
2. In what ways do children's jitters differ from grownups'? Where, according to Dr. Kessler, does the greatest difference lie?
3. Trace the steps by which a child's "mood of the moment" can become a "deeply etched pattern." Then discuss how parents and teachers can prevent this process by taking other and wiser steps.
4. Review the three "do's" Dr. Kessler advises us to follow in talking to a child about a nervous habit. What suggestions would you add? What cautions? How would you open the discussion with your own child?
5. What is the least important and possibly the most obvious reason for a child's jittery actions? How can a parent or a teacher identify it without too much probing? What can be done about it?
6. Dr. Kessler mentions some of the worrisome things that may come up in a child's home life and give him the jitters. Suggest briefly how the child may be reassured in each instance. Can you cite any examples from your reading or personal experience? Does it help to think of worry-provoked behavior as "tensional outlets"—a phrase used at the Gesell Institute of Child Development?
7. What pressures may his school life exert upon a child? Which ones can be eased by the teacher alone? Which ones require teacher-parent cooperation? Can other members of the school staff help? If so, how?
8. What conditions characteristic of modern life, both at

home and at school, may cause a child to become jittery? Contrast the pressures upon today's children with those that prevailed in our childhood.

9. Suppose a child persists in a state of nervous tension that is unchanged by affection, reassurance, and devoted attention. What can his parents—and the teacher—do? What common-sense remarks of Dr. Kessler's should prove comforting to parents who feel they are probably responsible for their child's neurosis?

10. "Not only may any given child have a favorite and characteristic method (or methods) of releasing his tension, characteristic of him and liable to occur at any age, but . . . at some ages any child is apt to be notably more tense than at others." So say Drs. Frances L. Ilg and Louise B. Ames in their book *Child Behavior*. What are some of the reasons for these recurrent periods of tension? What can we parents do to help during these periods?

### Program Suggestions

• One of the best ways to highlight the points made in Dr. Kessler's article would be to dramatize them. Plan a series of skits, each showing a jittery child (pulling his hair or biting his nails or wriggling in his chair) confronted by a parent or a teacher. The adult mentions his nervous behavior. The youngster reacts—in words or actions or both—favorably or unfavorably, depending on whether the approach is right or wrong. Each skit should be discussed by the group. (Note: There's no law against putting a bit of humor into these skits. The person playing the part of the child, for instance, can exaggerate his jitters for dramatic effect.)

• A school psychologist, a pediatrician, a parent, and a teacher would make a good team for a panel discussion of "Junior-sized jitters." Each could explain how, from his own vantage point, he goes about discovering the causes that underlie a child's nervous behavior. As always, ample time should be reserved for questions and comments from the entire group.

• Show either one of these two films in the McGraw-Hill Ages and Stages Series: *From Sociable Six to Noisy Nine* (22 minutes) and *From Ten to Twelve* (26 minutes). For rental sources try your public library, the extension division of your state university, or your state department of education. Or write the Text-Film Department, McGraw-Hill Book Company, 330 West Forty-second Street, New York 36, New York.

After showing the film discuss (1) the normal characteristics of children at the "ages and stages" covered by the film; (2) how the parents manage to keep children's passing moods from becoming deeply entrenched habits; and (3) what basic ideas the film and the article have in common. At the close of the discussion, it might be a good idea to rerun the film. One always sees more the second time.

### References

#### Books:

- Gesell, Arnold, M.D., and Ilg, Frances L., M.D. *The Child from Five to Ten*. New York: Harper, 1946. Pages 252-58, 270-73.
- Ilg, Frances L., M.D., and Ames, Louise Bates. *Child Behavior*. New York: Harper, 1955. Chapter 7.
- Spock, Benjamin, M.D. *The Pocket Book of Baby and Child Care*. New York: Pocket Books, 1955. Pages 300-2, 319-20.
- Wolf, Anna W. M. *The Parents' Manual*. New York: Simon and Schuster, 1947. Chapter 9.

#### Pamphlets:

- Jenkins, Gladys Gardner. *A Guide for Family Living*. Science

Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 60 cents.

Redl, Fritz. *Preadolescents: What Makes Them Tick?* Child Study Association of America, 132 East Seventy-fourth Street, New York 21, New York. 20 cents.

Strang, Ruth. *Helping Children Solve Problems*. Science Research Associates. (Address above.) 60 cents.

#### Articles in the *National Parent-Teacher*:

Bettelheim, Bruno, M.D. "Reading the Signs of Mental Health." March 1959, pages 16-19.

Kehm, Freda S. "World-size Problems on Child-size Shoulders?" December 1955, pages 8-10.

Middlewood, Esther. "So Young—and So Worried?" November 1958, pages 17-19.

Wogaman, Maurice A. "That Junior High Age." May 1957, pages 16-18.

### III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"Adolescents and the Automobile" (page 4)

#### Points for Study and Discussion

1. Why are automobile insurance rates higher when a teen-age boy drives the car? The Honorable John Warren Hill, presiding justice of the Domestic Relations Court of New York City, says in an article in *This Week*:

The question of your parental responsibility becomes extremely serious when your boy starts to drive the family car. . . . It could be doubly tragic if your boy should run someone down—for the victim and for the parent. . . . I cannot begin to tell you how important it is for a father to see that his son is properly covered by automobile insurance, even though the coverage is costly. Your daughter is covered by the basic family policy because girls have a good record on the road. But the record for boys is not good, and insurance companies make an extra charge for them. So no matter how careful a driver your son may be, be sure to report him on your contract. If you fail to do so, your company might refuse to indemnify a claim against him.

2. Why are some drivers careless on the road? Why are boys more accident-prone than girls? Efforts to understand the causes of various kinds of behavior have been successful among high school students participating in research programs of the State University of Iowa. Could you discuss with your teen-agers the reasons why some of their classmates drive recklessly? Such insight may be a valuable part of their safety education.

3. What safeguards can you help your teen-ager to develop against excesses in unsupervised car dates? Do your adolescents know why drive-in movies are popularly called "passion pits"? Would your daughter know what to do if a boy started to get fresh with her in his car? What responsibility do teen-agers have for each other and their families when they are out together in the family automobile?

4. A number of high schools have found that students who drive cars get lower grades than do students without cars. For instance, the Prosser, Washington, High School study of senior students (reported in the February 23, 1959, issue of *Time*), found:

11 per cent with A and B grades own cars or have the use of them regularly.

33 per cent with C grades have cars.

62 per cent with grades from C— to F use cars.

An Idaho study found that no straight A student had the use of a car.

Why is this? Is an automobile too distracting? Does the poor student use the automobile as a diversion? Whatever the reason, the evidence is that low marks are related to high school students' use of automobiles.

5. Would a school-wide or neighborhood-wide discussion of teen-age driving—perhaps leading to the establishment

of a positive program of action—help you solve the "everybody else has a car" problem in your home? What groups might the P.T.A. enlist to cooperate in such a community program? What proposals made by Mr. Eland would you like to see incorporated in it?

#### Program Suggestions

• Select a panel of articulate sixteen-year-olds to talk before your group on the topic "When Should Teen-agers Use the Family Car?" After the young people have presented their points of view, ask a number of parents to pose further points for consideration.

• If yours is one of the one-in-three schools with driver education that Mr. Eland talks about, ask the driver training teacher to speak to your group on such a topic as "The Kind of Parent Cooperation We Need." If your school does not yet have a driver education program, invite the teacher and representative members of the driver education class of a nearby school to meet with your group and tell you how the program functions, what it costs, how the students feel about it, and how it fits into the school curriculum.

• Preview, prepare a discussion guide for, and show one of the films listed under "References." Follow the showing of the film with a carefully focused discussion of the material covered in the film and of relevant further points on teen-agers' use of the car.

• Put on the play *High Pressure Area*, an American Theatre Wing production by Nora Stirling, available from the Mental Health Materials Center, 1790 Broadway, New York 19, New York. Discuss the problem presented so vividly in the drama, with particular reference to the kinds of controls parents must set up when their adolescents begin to go on car dates.

• On a large blackboard list the various community projects mentioned in your article and in other materials you have read. Discuss each proposal in terms of its feasibility for your community or school. If one or more seem particularly workable for you, set up a committee to pursue the possibility of a specific program in that direction. Ask the committee to report at your next session. Further steps may then be in order.

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##### Books:

Daly, Maureen, editor. *Profile of Youth*. Philadelphia: Lip-pincott, 1951. Chapter 5.

Duvall, Evelyn Millis. *The Art of Dating*. New York: Association Press, 1958. Chapter 10.

Roberts, Dorothy M., *Partners with Youth: How Adults and Teen-agers Can Work Together*. New York: Association Press, 1956.

##### Pamphlets:

*National School Safety Honor Roll*. National Safety Council, 425 North Michigan Boulevard, Chicago 11, Illinois. Free.

*Seven Steps to Traffic Safety: A Handbook for Junior and Senior High Schools*. National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. \$1.00.

*Signals for Safety*. National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois. 50 cents.

##### Articles in the *National Parent-Teacher*:

Braude, Jacob M. "Laws Children Ought To Learn." March 1959, pages 7-9.

Jones, Paul. "The Heel at the Wheel," September 1953, pages 7-9; "A Piece of My Mind for the Peace of Your Mind," March 1959, pages 20-22; "Six Sure-fire Ways To Raise a Heel at the Wheel." April 1957, pages 10-11.

##### Films:

*The Cool Hot Rod* (27 minutes) and *What Made Sammy Speed?* (10 minutes). Sid Davis Productions.

*Continued from page 23*

speak to him. Better to wait until afternoon, anyway. Maybe one of the Cullen children would be sick.

There was no call waiting for her when she got home. No one called Wednesday night. By nine o'clock she knew hope was gone. She could not put it off any longer. She picked up the phone.

"Ricky," she said, "this is Nancy Preston. I'm terribly sorry, but I can't go out with you on Friday after all. I had told Mrs. Cullen last week that I would sit with her children that night. I've been trying and I can't get anyone else. What? No, I couldn't. Yes, I thought of that, but I can't walk out on her. So that's how it is—"

She hung up. He did not understand at all. He had not even mentioned another night. She tried to be angry. "So, Ricky Holden! That's what you think of me, is it? I don't care if I never go out with you!" It sounded good, but it was hard to believe.

Thursday did not help much. Ricky smiled at her in class. It was the same kind of smile he had given her all year. She was back where she had started. She might as well put him out of her mind.

At six o'clock Nancy arrived at Mrs. Cullen's. This was what she had decided to do. But she did not have to like it!

"We're all ready to leave. I can't tell you how much we appreciate your coming tonight, Nancy," Mrs. Cullen said.

Sometimes Nancy was quite fond of the Cullen children. Sometimes they were very good. Sometimes they were perfect brats. Nancy knew that this was going to be *one of those nights*.

It was. Adam raced up the stairs. Alice hurt her leg and cried for fifteen minutes. Archie would not leave his blocks to get ready for bed. Then Adam wanted to read his comic book.

"But I want a story," Annie sobbed.

"I said that I would read to you if you got ready for bed," Nancy said. The telephone started ringing. Let it ring! She had enough to do without taking messages for the Cullens.

"There's the telephone," sniffed Annie.

"I hear it," Nancy snapped.

"Aren't you going to answer it?"

Well, maybe she should.

It was Ricky Holden. She could hardly believe it.

"I wanted to know about tomorrow night," Ricky was saying. "I couldn't say anything about it sooner, because the folks were going out and told me I'd have to sit with the kid sister. But they aren't going after all, and I can get away. Can you make it?"

Could she! Could she!

"Oh, Ricky! That would be wonderful! I was feeling so sorry for myself, and I thought you'd think maybe—"

He laughed. "I know all about baby-sitting. See you tomorrow."

She turned from the phone and smiled at Annie for the first time that night. Nancy leaned down and hugged her.

"Okay, honey," she said, "what is the story?"

Annie looked up. "*Mary Poppins*," she cried jumping into bed.

"Was that your boy friend?" asked Adam.

Nancy laughed. He was a darling little boy.

"Yes," she said, smiling back at him, "that was my boy friend."

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*This story was reprinted from Teen-Age Tales, Book I, edited by Ruth Strang and Ralph Roberts (D. C. Heath) with the permission of Anne Emery.*

*Continued from page 10*

diplomat who has watched the Soviet Union's so-called new look has said, "Under Khrushchev the roads to Communism are being broadened, the bumps removed, the dangerous curves eliminated in order to get the intended victims there faster." Khrushchev smiles, and he wants us to say, "Mr. Khrushchev, because you smile and you're a good fellow, we will let you have that three quarters of the cake."

### **Shakedown, Showdown, Backdown**

We often hear that the Russians respect nothing except force. What does this mean? Another example of a translation from a translation may explain it: During the recent Berlin crisis, the Russian representative at the four-power conference said, "You know, it really is a pity you Americans are sending all those planes over the Berlin corridor. We just discovered we have no other place for maneuvers. There may be collisions, your pilots may die, and it would all be terribly unpleasant."

The American's answer, because he understood Russian policy, was, "My dear General, it would be most unfortunate if you started maneuvers in the path of our planes. We just happen to have two squadrons of fighter planes arriving at Frankfurt, because we have been thinking about using fighter escorts. If you send up balloons and artillery, as you intimated, we will send up the fighter escorts."

The Russians suddenly found that their maneuvers could be held elsewhere. So, you see, this is what the statesmen mean when they say a risk is often necessary. Backing down often turns out to be like blackmail; it seldom happens only once.

Finally, a meaningful translation from a translation of "peaceful coexistence" comes from the Poles, who certainly know the Russians. The Poles tell of a fantastic exhibit that appeared in Red Square, an exhibit in which a lion and a lamb lived together peacefully day in and day out. All around them, of course, were signs reading, "Peaceful Coexistence in the Animal Kingdom. Why Not Have It for the Rest of the World?" Everybody came to be impressed. At last a Red Square street sweeper could contain his curiosity no longer. He went to Comrade Zookeeper and said, "Tell me, how do you manage this wonderful thing of always keeping the lion and the lamb so happy together?"

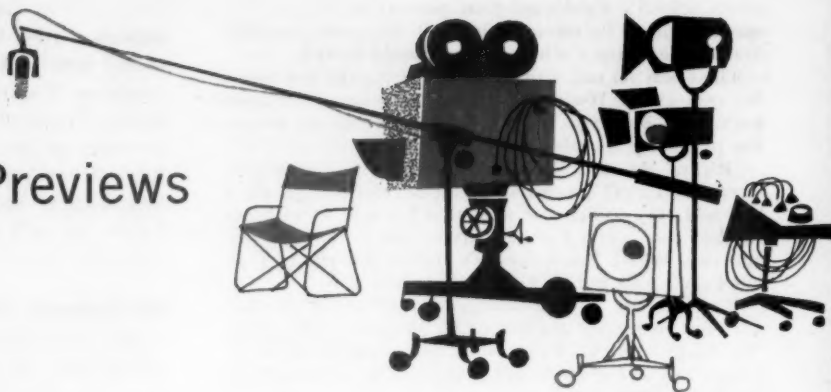
Comrade Zookeeper looked about, to check their privacy, and said, "Listen, Comrade, it's really very simple. I just put in a new lamb every morning."

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*"Russia's New Look" is drawn from the address Marguerite Higgins delivered before the annual convention of the National Congress of Parents and Teachers in Denver last May.*



# Motion Picture Previews



## PREVIEW EDITOR, ENTERTAINMENT FILMS

ELJA BUCKLIN

### JUNIOR MATINEE

**Hoppity Goes to Town**—N.T.A. Direction, David Fleischer. A new crop of youngsters should enjoy this feature-length color cartoon, a reissue of *Mr. Bugs Goes to Town*, 1941. In it a lively community of bugs discover that a building is to be put up over the patch of weeds they call home. They escape just in time, and under the persuasive leadership of Hero Hoppity they climb a giant skyscraper to find a beautiful garden awaiting them at the top. Mr. Beetle makes an appropriate villain, Miss Honeybee, naturally, a very sweet heroine.

Family	12-15	8-12
Especially entertaining	Of possible interest	Good
for the small fry		

### FAMILY

*Suitable for children if accompanied by adults*

**Have Rocket—Will Travel**—Columbia. Direction, David Rich. Fans of the Three Stooges can now watch them perform their slapstick, head-clunking antics in outer space as they blast off accidentally to Venus while trying to help a lady scientist. There they encounter a mammoth spider, a robot, and a unicorn. Leading players: The Three Stooges, Anna Lisa.

Family	12-15	8-12
Matter of taste	Same	Same

**Moon Bird**—Released by Edward Harrison. Direction, John Hubley. Spontaneously applauded by its New York theater audience, this is a delectable animated short about two small children who creep outdoors secretly in the middle of the night to capture a bird. The drawings are fresh and imaginative. The children's dialogue is a delight; everyone, not just parents, will chuckle over it. Winner of first prize in its class at the Venice Festival.

Family	12-15	8-12
Excellent	Excellent	Excellent

**The Oregon Trail**—20th Century-Fox. Direction, Gene Fowler, Jr. A better-than-average western describes the hazardous journey of a wagon train headed for Oregon. Its occupants include an army captain under secret orders, a crack city reporter on an assignment, and, of course, a pretty girl. Leading players: Fred MacMurray, William Bishop, Nina Shipman.

Family	12-15	8-12
Western fans	Western fans	Some violence

**The Thirty-foot Bride of Candy Rock**—Columbia. Direction, Sidney Miller. Lou Costello in his last role plays the typically guileless, honest, pathetically blundering "little man" who somehow manages always to come out on top. Unhappily this science-fiction burlesque scarcely does justice to his undoubted talents. Leading players: Lou Costello, Dorothy Provine.

Family	12-15	8-12
Matter of taste	Lou Costello fans	

**Yellowstone Kelly**—Warner Brothers. Direction, Gordon Douglas. A handsomely mounted western about a trapper involved against his will in fights between the Army and the Sioux after the Custer massacre. A typical fast-moving melodrama that involves Indian romance as well as Indian bloodshed. Leading

players (they are also popular TV stars): Clint Walker, John Russell, Kookie Byrnes.

Family	12-15	8-12
Western fans	Same	Some violence

### ADULTS AND YOUNG PEOPLE

**Blue Angel**—20th Century-Fox. Direction, Edward Dmytryk. A colorless remake of one of Marlene Dietrich's early flamboyant successes, about a middle-aged German professor who is almost destroyed by his infatuation for a burlesque-type singer. An attempt to modernize the plot only serves to show up its excessive sentimentality, failing to create any sympathy for a man who is so obviously a weakling and a bore. Curt Jurgens struggles with an impossible role. May Britt is extremely attractive, but kittenish rather than smoldering, à la Dietrich. Leading players: Curt Jurgens, May Britt.

Adults	15-18	12-15
Weakly sentimental	Poor	No

**Blue Denim**—20th Century-Fox. Direction, Philip Dunne. When a high-school-age couple find themselves suddenly in trouble, their parents are too preoccupied to listen, let alone discern what is going on. The ugliness surrounding the efforts made by the frightened children to arrange an abortion is well portrayed. On the other hand, the "happy" ending, in which the baby-faced sixteen-year-old boy joins his pregnant fifteen-year-old sweetheart on the train as she is leaving town, is both pathetic and absurd. (The implication is that the boy, having been dominated and overprotected by his parents, is now at last standing on his own feet.) Leading players: Carol Lynley, Brandon de Wilde, Warren Berlinger.

Adults	15-18	12-15
Well produced and disturbing	Very mature	No

**But Not for Me**—Paramount. Direction, Walter Lang. A bewitched young secretary pursues her glamorous middle-aged boss, play producer Clark Gable. He is highly flattered despite his unconscious dependence upon his disarmingly clever divorced wife. By the time he makes up his mind to succumb to the young girl's blandishments and marry her (this after he has made her a star), the former wife and a well-wishing friend have managed to topple the school-girl crush. Amusing dialogue, tuneful music, and a beguiling performance by Lilli Palmer are plus values in this well-acted, enjoyable farce-comedy. Leading players: Clark Gable, Lilli Palmer, Carroll Baker.

Adults	15-18	12-15
Entertaining	Same	Mature

**Cry Tough**—United Artists. Direction, Paul Stanley. An ugly, brutal melodrama that portrays the Puerto Rican immigrant as having two choices, "either to slug it out or slave it out." Our hero chooses to slug it out, giving only brief lip service to decency at the behest of his sympathetic, hard-working family. The picture is filled with acts of raw, sensational violence. Leading players: John Saxon, Linda Cristal.

Adults	15-18	12-15
Poor	No	No

**The Devil's Disciple**—United Artists. Direction, Guy Hamilton. Shaw's delightful commentary on one small incident of our American Revolution is transformed into suspenseful as well as ironic film melodrama. Laurence Olivier enacts with amused perception the cultivated General Burgoyne, under no illusions





Sir Laurence Olivier and Burt Lancaster in *The Devil's Disciple*.

concerning the mismanagement of His Majesty's war against the colonies. Burt Lancaster is the serious and muscular New Hampshire parson whose convictions are shaken by flagrant injustice (called military expediency) on the one hand and, on the other, by what appears to be Christian heroism issuing from an avowed follower of the devil. Kirk Douglas conjures up a wily and attractive devil's disciple. The play has been cut, but it remains very entertaining. Leading players: Laurence Olivier, Burt Lancaster, Kirk Douglas.

Adults	15-18	12-15
Good	Good	Good

**Face of Fire**—Allied Artists. Direction, Albert Band. An interesting variation of the popular "monster" film in which a doctor's young son is saved from a blazing building by a faithful employee, who is frightfully injured in doing so. He is left scarred and mentally affected. The doctor feels obligated to take care of the man, not just by putting him in an institution but by daily kindly concern. The man is allowed to continue living on his farm, and the community is up in arms. Even the boy is frightened of the now strange, mutilated figure, but the doctor remains steadfast, though his patients leave him. An uneven but thoughtfully produced, well-acted picture. Leading players: Cameron Mitchell, James Whitmore.

Adults	15-18	12-15
Interesting	Good theme	Good theme

**Girls' Town**—MGM. Direction, Charles Haas. An appallingly cheap, oversimplified melodrama about girls on the loose and the incredibly permissive nuns who maintain a "girls' town" to take care of them. Leading players: Mamie Van Doren, Mel Tormé.

Adults	15-18	12-15
Crass, tasteless	No	No

**The Grand Behemoth**—Allied Artists. Direction, Eugene Lourie. Characteristic British understatement, plus an intelligent, civilized attitude upon the part of scientists and police, adds an incongruous note to this film about the familiar radiation-activated monster of current science-fiction. Leading players: Gene Evans, André Morell.

Adults	15-18	12-15
For monster fans	Yes	Yes

**It Started with a Kiss**—MGM. Direction, George Marshall. A newly married American sergeant and his pert wife ride around an American air base in Spain in a flashy, expensive automobile won in a New York raffle. This seems to embarrass the American brass no end, while it enchants the Spanish people—particularly the bullfighter of the moment and a contessa. Unfortunately, gay and nonsensical farce material is given tasteless, silly treatment. Leading players: Glenn Ford, Debbie Reynolds.

Adults	15-18	12-15
Poor	No	No

**Look Back in Anger**—Warner Brothers. Direction, Tony Richardson. Based on John Osborne's controversial play, this vigorous, artistic film will confuse and repel many. The "angry young

man" blends self-pity with outrageous actions and frustrated attempts at communication—though he has moments of tenderness and lucidity in which he shows a passionate concern with life. Obviously this quality is felt strongly by the two intelligent young women who persist in staying in love with him despite strong abuse. One point which the author seems to labor is that it is better to suffer in a terrible world than allow oneself to become embalmed in apathy and complacency. The acting is excellent. Leading players: Mary Ure, Claire Bloom, Robert Burton.

Adults	15-18	12-15
Matter of taste	No	No

**The Man Upstairs**—A.C.T. Films. Direction, Don Chaffey. A tense, exceptionally fine melodrama about a terrified, mentally ill tenant in a lower class English apartment house. The man has locked himself in his room and holds the police at bay with a gun. Suspense grows with the efforts of a compassionate young housewife, aided by a mental welfare officer, as she tries to make the young man come out before the impatient police break in and frighten him into murder or suicide. (It is seldom that we find a film, and particularly a thriller, in which compassion is the keynote. Yet there are two this month. The other is *Face of Fire*.) Leading players: Richard Attenborough, Dorothy Alison.

Adults	15-18	12-15
Excellent	Excellent	Good

**The Miracle of the Hills**—20th Century-Fox. Direction, Paul Landres. A highly sentimental, dated story of a decaying mining town in the 1880's and a determined preacher's efforts to restore it to life. Leading players: Rex Reason, Theona Bryant.

Adults	15-18	12-15
	Sentimental tale; routine production values	

**Pier 5, Havana**—United Artists. Direction, Edward L. Cahn. Capitalizing on the recent Cuban revolution, this routine little quickie mixes conventional melodrama with politics. Leading players: Cameron Mitchell, Allyson Hayes.

Adults	15-18	12-15
Mediocre	Poor	No

**A Private's Affair**—20th Century-Fox. Direction, Raoul Walsh. A breezy, run-of-the-mill army farce with music. The film pokes fun at recruit training, high brass, and Washington red tape. There is also a television show for which three freshly inducted buddies are promptly drafted—with girls enough to go around. Leading players: Sal Mineo, Christine Carère.

Adults	15-18	12-15
Lively army farce	Same	Same

**Sapphire**—Universal-International. Direction, Basil Dearden. A beautiful college girl is mysteriously murdered on the outskirts of London, and suspicion falls upon her fiancé, among others. In this thoughtfully produced mystery melodrama clear-cut vignettes of the varied types of London Africans reveal their prejudices as well as white men's. Both compassion and understanding are reflected in the attitudes of two main characters—a Negro doctor and a police officer. Leading players: Nigel Patrick, Yvonne Mitchell, Michael Craig.

Adults	15-18	12-15
Good	Mature	No

**Scampolo**—Bakros. Direction, Alfred Wiedenmann. A gay and appealing comedy that features West Germany's favorite film star, Romy Schneider plays the role of a dauntless Sicilian waif who wins the ear of the First Minister and the love of a budding young architect by her charm and innocent disregard for protocol. Romantic, colorful settings contribute to the happy mood of the picture. English titles. Leading players: Romy Schneider, Paul Hubschmid.

Adults	15-18	12-15
Entertaining	Entertaining	Entertaining

**That Kind of Woman**—Paramount. Direction, Sidney Lumet. Times have changed even in the movies. Once glamorous Camilles died nobly and pathetically for love. Now a girl looks shrewdly at her prospects. Should she remain the beloved mistress of a wealthy, cultured man or marry an earnest-faced, poor young soldier with whom she has fallen in love? Polished acting and sympathetic direction put a high gloss on a phony, pulp-magazine story. Leading players: Sophia Loren, Tab Hunter, George Sanders.

Adults	15-18	12-15
Matter of taste	No	No

**Three Men in a Boat**—Hal Roach. Direction, Ken Annakin. Old-fashioned slapstick (the Edwardian era or thereabouts) produced in prettily colored modern Cinemascope and set on the river Thames. Here three Keystone-type Englishmen, bent on a gay holiday, become mixed up in a Henley regatta. They splash about in period bathing suits and engage in mid-Victorian flirtations. Leading players: Laurence Harvey, Jimmy Edwards. *Adults* 15-18 12-15  
Light slapstick farce Same Matter of taste

## THEATER SHORTS

**And So Forth**—Drumer Fields, Ltd. Direction, Ian K. Barnes. A travelogue of Scotland in which a whimsical commentator alternately distracts and delights the viewer, whose eye is caught by Scottish crags and castles, centuries-old cities, and the tranquil beauty of the Lowlands.

*Adults* 15-18 12-15  
Interesting Same Yes

**Inside Poland Today**—20th Century-Fox. Despite poverty, Communist domination, and the wreckage of war, still painfully visible, the spirit of the Polish people remains undefeated. It is exemplified here in their national festivals, music, gay dances, and attitudes of the students.

*Adults* 15-18 12-15  
Interesting Interesting Interesting

**Safari Country**—Universal-International. A brief description of the bustling city of Nairobi, British East Africa, with its progressive native schools, hospitals, mosques, and flourishing safari business. We see the beginning of an unusual safari in which zebras are captured unharmed by a novel type of lassoing.

*Adults* 12-18 12-15  
Interesting Same Yes

**Shakespeare's Country**—Associated British Pathé. An enchanting tour of the English countryside takes us through peaceful old villages, stopping briefly at such historic landmarks as the inns Shakespeare frequented and Anne Hathaway's thatched-roof birthplace. One marvels at the way these small communities grew naturally into beauty, a serenity matched in our country by a few small New England villages.

*Adults* 15-18 12-15  
Enjoyable Enjoyable Enjoyable

**Swedish Peasant Painting**—Janus Films. Direction, Olle Hellbom. An unusual, attractive film gives a brief history of a peasant art movement, active since the fifteenth century and centered around Dalecarlia, Sweden. In humble cottages we see wall after wall made vivid and beautiful by a unique art form in which Biblical and folk stories are dramatized within the framework of the artists' own experience and inspired by their pious beliefs.

*Adults* 15-18 12-15  
Excellent Good Good

**White Magic**—Produced by Thomas Mead. Yellowstone in winter is beautifully photographed, its canyon rock golden against the snow. With a background of white isolation the camera reveals a half-frozen waterfall and swirling eddies of mist from the hot springs and geysers. A self-conscious, first-person commentary does not do the subject justice.

*Adults* 15-18 12-15  
Entertaining Entertaining Entertaining

## MOTION PICTURES PREVIOUSLY REVIEWED

### Family

*Suitable for children if accompanied by adults*

**The Big Circus**—Like a real, live circus—almost.

**Darby O'Gill and the Little People**—Children, the banshee may frighten the very young; young people and adults, lively Irish fantasy.

**The Five Pennies**—Children and young people, good; family, fine family picture.

**John Paul Jones**—Children, yes; young people and adults, good.

**Third Man on the Mountain**—Very enjoyable.

### Adults and Young People

**Anatomy of a Murder**—Children and young people, no; adults, thought provoking.

**The Angry Hills**—Children and young people, mature; adults, uneven.

**Antarctic Crossing**—Good.

**Ask Any Girl**—Children, no; young people, brassy and sophisticated; adults, brassy farce.

**The Big Fisherman**—An elaborate but pleasing Biblical spectacle.

**The Big Operator**—Children, no; young people, poor; adults, crude and violent.

**Born To Be Loved**—Matter of taste.

**Crime and Punishment**—Children, no; young people, possibly too mature; adults, fair.

**Curse of the Dead**—No.

**Day of the Outlaw**—Children, no; young people, unpleasant; adults, violent action picture.

**Don't Give Up the Ship**—Children and young people, tasteless in part; adults, matter of taste.

**Embezzled Heaven**—Children and young people, mature; adults, interesting.

**For the First Time**—Children and young people, good; adults, good Lanza picture.

**Gigantis, the Fire Monster**—Poor.

**Gun Fight at Dodge City**—Routine western.

**Hercules**—Children and young people, poor; adults, mediocre.

**A Hole in the Head**—Children and young people, sophisticated in part; adults, very good.

**Holiday for Lovers**—Children and young people, sophisticated; adults, light farce.

**The Horse Soldiers**—Children, crude; young people and adults, fair.

**The Hound of the Baskervilles**—Children and young people, a poor presentation of the story; adults, mediocre.

**The Legend of Tom Dooley**—An entertaining little western.

**Man in the Net**—Children, mature; young people and adults, mystery fans.

**The Man Who Understood Women**—Children, no; young people, sophisticated; adults, smart and sophisticated.

**Middle of the Night**—Children, no; young people, mature; adults, good.

**The Mysteries**—Children, mature; young people and adults, matter of taste.

**North by Northwest**—Children, no; young people, perhaps too sophisticated; adults, superior thriller.

**The Nun's Story**—Children, yes; young people and adults, beautiful production.

**Porgy and Bess**—Children, mature; young people and adults, good.

**Pork Chop Hill**—Children, very mature; young people, mature; adults, well produced.

**The Roof**—Children and young people, mature; adults excellent.

**Say One for Me**—No *Going My Way*, but lightly entertaining.

**The Scapgoat**—Children, mature; young people and adults, disappointing but still enjoyable.

**The Son of Robin Hood**—Children and young people, familiar derring-do; adults, matter of taste.

**Tarzan's Greatest Adventure**—Children and young people, no; adults, poor.

**Ten Seconds to Hell**—Children and young people, poor; adults, suspenseful subject matter but poor story.

**They Came to Cordova**—Children, no; young people, very mature; adults, well acted but heavy going.

**This Earth Is Mine**—Children and young people, mature; adults, good.

**Verbena**—Children and young people, no; adults, poor.

**The Young Philadelphians**—Children, no; young people, mature; adults, slick but entertaining.

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creatively about using this knowledge to guide children in the ways of moral, physical, and intellectual excellence.

## To help

provide the best possible homes, schools, and communities by multiplying our individual powers through cooperative action.

## To grow

by learning, together with other parents and teachers, how to become worthy of the noblest responsibility mankind bears—the wise rearing and education of children.

## To know

that we do not labor alone but share the high courage and fellowship of millions of other men and women who would bring our world closer to our hopes.



"Looking In on Your School" means looking out for community concerns in Bellevue, Nebraska, where the superintendent of schools asked the council of parent-teacher associations to undertake a school improvement study. Of course, the aforementioned National Congress publication provided the committee with the questions they needed to ask in order to compile their fact-finding report. Here are the compilers: Jerry Eckhardt, Mrs. J. H. Jachs, Mrs. H. L. Wytöck, Mrs. R. Joe Dennis, and Superintendent H. Edwin Cramer. The committee hopes the report will become an annual project, increasing in value each year.

*National Parent-Teacher*

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